A Case Study of Disengaged Students' Experiences with Teaching Games for Understanding

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DEDICATION

I dedicate this Master of Arts (MA) Thesis to:

Dad and Mom: As I sit here and reflect on the past twenty-five years of my life, I am overwhelmed in recognizing the impact you've had on the person I am today. Attempting to describe my respect and gratitude seems almost impossible. There is no word that can truly describe how I feel about you. Well, perhaps, there is one albeit, our misinterpretation and overuse of the word has resulted in my inability to believe it truly encompasses your perfection. Love. I hold the most sincere love for you. Thank you for always believing in me. Thank you for standing by my side while I went through what will likely be the hardest couple years of my life. My heart was ripped apart and existing without him appeared unfeasible. Thank you for allowing me to remember my love for him and his love for me but – thank you most, for never allowing me to forget that love, and its presence in my life, did not die when he did.

Chenz: While we can spend years running around Disney World acting exceedingly younger than we are, days on the golf course, and hours playing Hamburger, I can never find the minutes to explain how much of an impact you've had on my life. For that, I am sorry. You are the kindest person I have ever known and I cannot image ever meeting someone who has a heart that is more pure than yours. When my MA degree seemed like an insurmountable task amidst all else going on, I reminded myself of all that you remind me: sometimes, innocence is bliss, there is so much to be thankful for, and always – always, smile. Thank you for teaching me that accomplishments are not entirely derived from stress. You have allowed me to see the true beauty in life. You are not only my brother, you are one of my best friends and I cherish our relationship.

ABSTRACT

The purpose of this research study was to determine if the instructional model, Teaching Games for Understanding (TGfU), would allow for the successful teaching of sport to disengaged female students in Physical Education (PE) classes. An instrumental case study research design was used to determine grade nine female students' experiences with TGfU, the factors of TGfU that facilitated their engagement, and the ways in which these students resisted engaging in TGfU. Data was collected through a pre and post TGfU unit focus group, participant observation, in-depth interviews, and researcher reflections. Results showed that TGfU caused an increase in the participants' engagement in PE physically, mentally, and socially/emotionally. Future researchers could structure their entire study holistically and should examine TGfU's impact on student engagement over the course of an entire semester. Subsequent studies should moreover examine the presence of disengagement within physically skilled students in PE.

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I sit here today struggling to adequately put my acknowledgements into words. I have always known that I am surrounded by the most caring, loving, and committed support system albeit, throughout the past two years I have come to realize the magnitude of the care, love, and commitment within this system. It is truly an honour to be able to mention each of you within this document. While my diction will never effectively provide the recognition and thanks you deserve, please know that each word written below has cultivated from the most sincere form of adoration and appreciation.

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Chapter I: INTRODUCTION

Beep! At the sound of the bell over the PA system, physical education (PE) students are immediately filled with emotions like excitement, boredom, interest, anxiousness, fear, confidence, panic, angst, or anger. Each student perceives his or her PE environment in a unique manner. For a teacher, this can be troublesome. How do you deliver a lesson and structure your class in a way that will engage each and every one of your students? In my opinion, we - as educators and researchers - need to first understand the distinctive needs of our students. In order to do this, we need to provide our students with a voice. We need to create an opportunity for our students to tell us, in their own words, how they experience PE. We need to ask that they explain, what it is specifically that either facilitates or limits their engagement in the gymnasium.

Student engagement is a predominant issue in the realm of education (Voelkl, 1997) and the unique environment of PE is no different. Student engagement refers to the students' self-directed acceptance and involvement with classroom rules, responsibilities, and tasks (Hughes & Kwok, 2006). When such behaviour is not evident, students are disengaged. The case study reported herein serves as an investigation of disengaged students' experiences in PE. For the purpose of my study, I used Voelkl's (1997) explanation of disengaged students, defining them as students that are emotionally or physically withdrawn from their class. Such withdrawal within their PE environment was observed through a lack of interest, disparagement of school values, failure to fully participate, inattention, or disruption. This disengagement tended to stem from their perception of the environment as boring, irrelevant, and meaningless (Ennis, Cothran, Davidson, Loftus, Owens, Swanson, & Hopsicker, 1997). It is particularly evident in

female students as a result of their previously inadequate PE experiences (Ennis, 2000). In my own teaching encounters, I have witnessed female students' withdrawal from the PE environment first hand.

Particularly in grade nine PE classes, female students may avoid activities by constantly leaving the gymnasium for water or bathroom breaks or often refute the teacher's request for them to put forth effort and will instead sit on a bench or hide behind other, highly engaged students. I have encountered many grade nine, female students that simply refuse to change into their PE attire, as they know this results in their not being able to participate. At some schools, improper attire results in the student spending the period in the office and yet, the students appear to prefer detention supervised by the school's administrative staff than participating in PE. Witnessing female students' withdrawal, carelessness, and boredom in grade nine PE, I chose to use disengaged students from one grade nine female PE class as the participants of my case study. I chose to work with grade nine disengaged female students specifically as this is the year that PE is a required course and thus, all students are enrolled. Additionally, the existing literature dictates that there is a great need for researchers to investigate "current curricula in required ninth-grade physical education" (Napper-Owen, Kovar, Ermler, & Mehrhof, 1999, p. 2). More explicitly, researches have indicated that qualitative research is needed to better understand grade nine girls' involvement in and attitudes towards PE (Cockburn & Clarke, 2002).

Researchers have recently questioned if the current sports dominated PE curriculum is contributing to female disengagement. This is a direct result of "increasing evidence that [demonstrates] sport, as experienced in some PE classes, is neither positive

nor beneficial" (Ennis, 1996, p. 454). Left uninterested, female students often refuse to change for class, do not participate in activities, or put forth little effort (Ennis, 2000). According to Ennis (2012), such negative experiences in sport-based PE can be overcome. My passion towards teaching pedagogy had me questioning if a solution lies within the method of instruction. Specifically, I wondered if the instructional model, Teaching Games for Understanding (TGfU), would promote the successful teaching of sport to disengaged female students in our PE classes.

Aligning with my personal educational philosophy, TGfU emphasizes the students' needs and developmental characteristics over the importance of the content of the lesson (Mandigo, Butler, & Hopper, 2007). It provides a learner-centered approach to teaching. Theoretically driven, in part, by educational constructivism, TGfU provides students with an active role in their learning (Zhu, Ennis, & Chen, 2011) allowing for social growth (Azzarito & Ennis, 2003). Accordingly, students are placed in a variety of game-like situations throughout modified games and class discussions. These are sequenced through a series of steps that allow students to construct meanings by understanding and applying novel and previous knowledge, to ultimately become skillful game performers (Butler, 2006a). I utilized the original six-step TGfU model conceptualized by Bunker and Thorpe (1982) for the purpose of my research (see Appendix A). Central to each step is the learner and intertwined is the use of four pedagogical principles: sampling, game representation, exaggeration, and tactical complexity.

Despite the fact that the model is learner-centered, the existing research surrounding TGfU has left the actual experiences of the learners to be tangential in the

academic literature (Holt, Strean, & Bengoechea, 2002). Past research has instead centered on TGfU's impact on students' tactical knowledge (Chow, Davids, Button, Shuttleworth, Renshaw & Araujo, 2007), declarative knowledge (Turner, 1996), intrinsic motivation (Jones, Marshall, & Peters, 2010), and skill performance (Chow et al., 2007). Evidently, the entirety of the students' experiences with TGfU, predominantly in relation to the whole child, has not been comprehensively examined. This void has exposed a gap in the literature that I hope my research can begin to fill. I believe it is the whole child – their cognitive, physical, and affective needs - that we must fully understand in order to tailor instruction to best suit their needs. In attempting to understand the effect of TGfU on the whole child, I believe we can then better understand how the model assists and/or restrains students' engagement in PE.

Much of the current research surrounding TGfU reveals quantitative methodology and more specifically, reveals high employment of the quasi-experimental design (Chow et al., 2007). The lack of qualitative research indicates a void in the literature that my interpretive approach can begin to fill. By providing a fully encompassing understanding of disengaged students' experience with TGfU, from one grade nine female PE class, my data will provide thick description that is uniquely from the participants' perspective. Even in the representation of my data, the participants' own words were used, truly revealing their own interaction with the instructional model.

As rationalized above, the purpose of this case study, implemented in one grade nine female PE class, was to investigate disengaged female students' experiences with TGfU. Students defined as disengaged were either self-identified or identified by the researcher during the pre-unit observation. In order to accomplish this, the central

question driving my research was: does the use of TGfU impact grade nine disengaged female students' physical education experience? To assist in answering the central question, the following three specific sub-questions were developed: What are disengaged students' experiences with TGfU? In what ways does TGfU facilitate student engagement in physical education? In what ways do disengaged students resist engaging in TGfU?

Chapter II: LITERATURE REVIEW

Student engagement is a widespread and detrimental issue in education. A student that is engaged in their learning displays voluntary initiative in accepting classroom responsibilities and tasks while abiding by classroom rules and regulations (Hughes & Kwok, 2006). Oppositely, a disengaged student may fail to immerse him or herself in their PE program. Thus, disengaged students often exhibit withdrawal from their class (Voelkl, 1997). While a specific definition of disengagement has yet to be constructed, most have conceptualized it as a multi-dimensional construct (Appleton, Christenson & Furlong, 2008). Particularly, it most commonly refers to the students' withdrawal physically, cognitively, and emotionally (Carlson, 1995). More specifically, disengaged students often mock, criticize, or resist school values and beliefs. While in class, they often appear disinterested or inattentive and may even refuse to participate (fully or partially) or in some cases, disrupt the learning environment as a whole. With a large number of students appearing disengaged in their learning, many educators recognize the importance of fully understanding the construct (Appleton et al., 2008). Accordingly, with my passion for PE, I was interested in examining student disengagement particularly within the domain of methodology.

As reported by Ennis (2000), it is often the low skilled students and additionally, girls, who disengage or refuse to participate in PE. Throughout my personal teaching experiences, I too have witnessed a high number of female students disengaged in PE. Accordingly, thinking critically about girls' PE experiences is vital (Ennis, 1999). My desire to study only female students' disengagement surfaced from both the need for such research – a gap in the literature – and moreover, my past experiences teaching female

PE. Female students' disengagement in PE specifically, is seen through their refusal to change into appropriate apparel, put forth effort, follow instructions, or participate in activities (Ennis, 2000).

Many researchers have attempted to understand the factors that contribute to student disengagement in PE albeit specificity is still missing. Currently, we broadly understand that students' previous experiences in PE contribute to their existing engagement level (Ennis, 2000). Additionally, Carlson (1995) explained that disengagement stems from students' perception of the environment as boring, repetitive, meaningless, and uncontrollable. They believe they do not have a voice in PE and are unable to provide their outlook and opinions (Martel, Gagnon & Tousignant, 2002). Unfortunately, it is quite difficult to combat such negative experiences for all students. This is in part due to the fact that they are each unique individuals, with their own interests and attitudes (Graham, 1995). Additionally, the gap that exists between the skilled and unskilled students is extensive (Collier & Oslin, 2001), creating a large continuum of student ability in one class. Resultantly, the teacher often focuses on the more able students, providing the less skilled students with limited feedback on how to improve their proficiency (Portman, 1995). Moreover, a student's motivation to engage may be dependant on their skillfulness and thus, disengaging can be an attempt to avoid embarrassment (Ennis, 2000). This knowledge however, still leaves particular questions unanswered, most notably, in relation to details. In using a qualitative approach (methods/methodology) and asking my participants – all identified from one grade nine female PE class - to speak to their experiences with TGfU, I hoped to encourage disengaged students to reflect and share what factors facilitated or limited their

engagement. Accordingly, I was able to expand upon the knowledge that already exists in the literature. My preliminary focus group uncovered specifics centering disengaged female students' experiences in traditional PE surrounding the structure of the PE class, the teacher, evaluation practices, and their personal discomfort. Additional data collection methods (participant observation, focus group, and in-depth interviews) employed after the TGfU unit exposed specificity in relation to how TGfU explicitly assisted or restrained their engagement in PE. This is elaborated in great detail within the findings chapter of my document.

While it is often assumed that it is the teacher's responsibility to ensure a student is engaged, it is known that disengaged students deny teacher's efforts to engage them in PE (Cothran & Ennis, 1999). As a result, Ennis et al. (1997) state the environment becomes more of a "contest of wills and personalities than an environment for learning" (p. 53). They suggest this environment sequentially causes disengaged students to heighten their withdrawal, be further excluded by their teachers and engaged peers and then, be disciplined through punitive measures for their unwanted behaviour. Consequently, due to the way they are treated, their feelings of alienation in PE are furthermore heightened (Ennis, 2000).

Ultimately, disengaged students are an important sub-group of students to research. They raise awareness of an uninteresting, unjust, and unsuccessful curriculum and additionally, ineffective, negative, or even harmful teaching practices in PE (Ennis, 2000). Accordingly in this study, I aimed to determine if TGfU (or particular aspects of it) would affect disengaged female students' engagement in PE. I questioned if TGfU would provide a vehicle through which female students' disengagement could be

combated or, if it would serve as a reaffirmation that such students are in fact withdrawn from the PE environment.

A Sports Based Physical Education Program

With many avenues to achieve the various curricular goals in PE, it is individual teachers' decision as to what movement categories to emphasize (i.e., fitness, sports, dance, gymnastics, or outdoor education). Accordingly, each PE class can look vastly different, as it is dependant on the teacher who is delivering the lessons. This lack of consistency is surprising. Especially with recent research demonstrating that the type of movement categories offered has the greatest impact on whether students develop a positive or negative perception of PE (Luke & Sinclair, 1991). The teacher's decision is often based on what he/she believes is most valuable for the students and accordingly, the students' preferences/needs may not be represented (Cothran & Ennis, 1998). Across North America, the majority of PE programs focus on sport and games. In her study, Ennis' (1995) sample of 10 different schools in the United States, all had a multi-activity sport approach to teaching grade nine PE. In such an approach, students encounter the curricular objectives by experiencing a variety of different sports throughout their PE program. In a Canadian context, research within Alberta's PE programs revealed that over 50 percent of program time was spent teaching games (Mandigo, Spence, Thompson, Melnychuk, Schwartz, Marshall & Causgrove Dunn, 2004).

Though most prevalent in PE programs, sport, as experienced by some students, is not a positive experience. In fact, some students report that several of their sport-based PE experiences have a negative impact on their perspectives on physical activity as a whole (Ennis, 1996). This may be a direct result of the disconnect in a sport-based PE

program where students envision each sport they are taught to stand in isolation. Cothran and Ennis (1999) found that students' awareness of the importance of PE was limited as a result of their perception of sport-based programs to be disjointed and therefore meaningless; an issue, scholars understand to contribute to student disengagement. Moreover, students have indicated there is too much teacher talk and not enough time spent playing games (Rikard & Bernville, 2006). To address this disengagement and engage our learners, students must take ownership of their learning in a sport-based curriculum and somehow find it meaningful to their lives (Ennis, 2000). This is difficult however as isolated sports appear to cause further disengagement in students as they bring about boredom and disinterest because they are the same sports that are repeated and taught in a similar manner year after year (Ennis et al., 1997). As a result, this lack of meaning is further enforced in sport-based programs, providing no real opportunity for teachers to make the program relevant by connecting sports with larger constructs of life including health, culture, and socialization (Cothran & Ennis, 1999). Unfortunately, a lack of meaning and resultant disengagement becomes cyclical wherein each repeatedly leads to the other.

Rather than emphasizing how games and sport can be used to teach personal skills, interpersonal skills, critical thinking skills, or health related knowledge, sport-based programs often emphasize game performance. As a result, not all students are provided with interesting or meaningful experiences in PE and thus, such programs are seen as discriminatory, only meeting the needs of some students (Storey & Butler, 2010). The need to perform well in sport-specific games causes stronger, faster, and more aggressive players to dominate and sometimes even eliminate the weaker, slower, and

more apprehensive students (Ennis, 1996). Portman (1995) found that low-skilled students were openly insulted by their peers, particularly when the environment became competitive. With little emphasis on equalizing playing opportunities, many students are not provided with a developmentally appropriate context to apply new or previous skills (Ennis, 2000). This lack of developmentally appropriate context for all students, and additionally, highly public displays of abilities (Ennis, 2000) causes students' engagement to be threatened. It is no wonder that low skilled students, both boys and girls, report experiencing embarrassment and discomfort (Ennis et al., 1997) in sport-based PE and moreover, actually wish to avoid such programs (Ennis, 1995). Though there are both low skilled female and male students, it is most notably female students that often demonstrate the lowest skill levels in sport-based curricula and therefore demonstrate both a high level of unwillingness to participate and a rejection of sport as a whole (Ennis, 1999). Not only are they unable to connect with what they are learning (Ennis, 1995), but low skilled female students are also left without opportunities to interact with their peers (Ennis, 2000). Marginalized and alienated in many sport-based PE programs, female students' disengagement continues.

While it is evident that female students report negative associations with the current emphasis on sport in PE, it would be regrettable if they continued to be socialized by their educational experiences to further reject and disengage from sport (Ennis, 1999). Since it is unlikely that sport will ever be eliminated from PE programs, it is vital that we find a way to provide female students, particularly those who are predominantly disengaged, with opportunities to encounter positive PE experiences in a sport-based program. It is ideal that students encounter the notions of joy and delight that are inherent

in both games and sports (Lloyd & Smith, 2010). Rink and Banville (2006) assert the plausibility of these positive experiences suggesting that teachers learn new curricular models and transition towards programs that heighten student responsibility in their learning. Perhaps in altering the delivery of such sport-based PE programs, students' overall experiences in PE can be changed.

Instructional Models

Instructional models are the vehicles through which teachers present discipline specific curricula during a particular lesson or series of classes. More specifically, it structures the practical application (Kirk & MacPhail, 2002) of the content or program. Representing knowledge to both the teacher and students, it allows for important decisions regarding instruction and assessment to be made (Cothran & Ennis, 1998). In the realm of PE, interest surrounding instructional models has heightened, gaining attention from experts internationally. With many unique models to choose from (refer to Metzler's 2011 work titled *Instructional Models for Teaching Physical Education* and Mosston's 2002 book *Teaching Physical Education)*, the structure of PE programs rests largely on the instructional model utilized by the teacher. In fact, teachers have the choice as to which instructional model to use and often, it is based on their philosophical views of education (McMorris, 1998). Accordingly, the structure of PE programs varies quite widely based on the individual teacher who is delivering it. As a result of this, Ennis (1999) believes that individual teacher changes, in relation to their expectations and values, are required for adequate improvements to students' PE experiences. I believe such changes would then alter their larger educational beliefs and consequently, their selection of which instructional models to implement. If the correct instructional model is

chosen, it has the potential to promote a more equitable experience for all students, providing a distinct structure and policy to promote positive experiences in PE (Ennis, 1999). Understanding how the implementation of a particular instructional model can alter students' PE experiences, it would be useful to investigate if methodological choices could additionally impact students' engagement.

Direct Instruction

Direct instruction is grounded in the behaviourist learning theory (Butler, 2006b). The teacher provides cues that direct the students to a predetermined end. This end is often performance based and measurable (Singleton, 2009), revealing a change in the students' behaviour – an increase in ability. At the center of the instructional model is the teacher. Their role is to provide the students with clearly defined and communicated tasks. They create highly structured lessons centered on skills and techniques (Bunker, Thorpe & Werner, 1996). Teachers provide reminders and feedback that encourage the learners' successful performance (Butler, 2006b). It thus provides an emphasis of covering content (Hopper, 2002). The students are to focus on learning, and act appropriately based on the teacher's directions (Butler, 2006b). Direct instruction assumes that isolated skills must first be learned before students will be able to play the game (Turner, 1996). Since it is highly performance related (Singleton, 2009), it is often referred to as the technique approach. Direct instruction lessons are based on the technical skills that are necessary to play a specific game. Individual students (sometimes in pairs) practice these skills, working towards the final goal of successful repetition while receiving regular feedback from the teacher (Hopper, 2002). When the teacher

would like to see the students' execution of these skills, they can have the entire class display their learning in the same manner and at the same time (Singleton, 2009).

Direct instruction is the traditional method of teaching games (Singleton, 2009). It is the model most utilized by teachers working in schools and additionally, the one most prevalent in pre-service PE programs (Butler, 2006a). As the most familiar model for upcoming teachers, it is no wonder that direct instruction continues to remain the most dominantly implemented model. Albeit, with such prevalent disengagement and high rates of negative experiences in sport-based PE programs, there is reason to question if it is in fact the most advantageous model for encouraging student engagement. In fact, Ennis et al. (1997) have demonstrated that such teacher-centered models, including direct instruction, are unsuccessful, primarily in contexts where students are disengaged with the curriculum or educational process as a whole. They suggest direct instruction's inherent assumption, that students value a teacher-controlled environment, is incorrect. Rather than being passive recipients of their learning, students want physical education programs that are meaningful to their lives and allow for purposeful interaction with their teacher and peers.

Unfortunately, such positive experiences mentioned above, are less apparent in programs structured mainly through direct instruction. In a direct model, students are repeatedly only passively involved in the lessons and are not challenged to engage in higher order thinking (Butler, 1996). The students' desire to interact with the content at a developmentally appropriate level is also ignored as direct instruction's learning progression of skills only tailors to the most able students in the class (Hopper, 2002). The rest are left feeling lost and incapable. Butler (1996) found that most students were

only able to practice each skill two or three times in a direct instruction lesson. Thus, achieving the instructional model's primary goal of developing skillful performance for all students (McMorris, 19998) is in fact quite difficult. Teacher-centered models additionally do not allow students to see the connection between what they are learning and their broader lives (Azzarito & Ennis, 2003). Instead of drawing parallels and focusing on the meaning behind what they are learning, students spend the majority of their time practicing isolated skills. Once students are invited to play the actual game, teachers often stop teaching (McMorris, 1998) and students are left to take full responsibility of their learning. This resultantly causes the students to become overwhelmed and even frustrated, believing they are incapable of performing at the level expected by the teacher.

Despite it being the most commonly implemented model, direct instruction's underlying theoretical perspective appears to reinforce disengaged students' apprehensions of sport-based PE. Appropriately, researchers believe other instructional models need to be considered. Specifically, models that will meet the learning needs of all students and will additionally emphasize positive student interactions (Cothran & Ennis, 1999). Thus, in my research, I fostered a sport-based PE program that was structured quite differently than the traditional teacher-centered model. Instead, I investigated disengaged students' experiences with an instructional model (TGfU) that is rooted in a widely different theoretical perspective: constructivism. Important to note is the fact that I was not interested in contrasting and comparing the two polarizing approaches to games teaching. I was only interested in attaining students' prior PE experiences (most likely with direct instruction) to clearly depict their disengagement.

This was important, as it not only allowed me to remain truthful to my own education philosophy mainly rooted in constructivism but additionally, it reflected the underpinning of TGfU. As supported in constructivist philosophy, understanding the reality of female students' current disengagement in PE is best done by first understanding their past experiences. I was then able to speak to the particular aspects of TGfU that both reinforced and challenged such withdrawal from PE. Supporting my belief, Rink (2010) indicated the importance for researchers not to contrast the two approaches, or else we will lose sight of the vital information pertinent to education – how and when students learn.

Constructivism

Most basically, constructivism is concerned with how we interact with our surroundings to construct knowledge (Jonassen, 1991). It centers on the belief that learners are central to the educational process, acting as active agents, constructing their own learning. Teachers act only as facilitators, guiding students to a deeper, more comprehensive understanding of the content rather than simply transmitting knowledge (Singleton, 2009). Students are asked to interrogate, think critically, analyze, and interpret (Singleton, 2009) in an attempt to generate knowledge or instead, interpret knowledge based on their perception of events (Jonassen, 1991). This perception is influenced by their existing knowledge base, prior experiences, and beliefs (Jonassen, 1991). Stated differently, constructivism assumes that learners construct their learning through physically doing something and then mentally reflecting on the experience (Jonassen, 1991). More specifically then, in the students' interactions with the content, context, teacher, and their peers, they partake in cognitive engagement and skill

construction that is meaningful to their current and future lives (Zhu, Chen, Ennis, Sun, Hopple, Bonello, Bae, & Kim, 2009). Moreover, constructivism celebrates the unique range of knowledge and experience held by each student, allowing them to work together to support one another in their learning process. Not only does this interaction allow students to connect with each other, the teacher, and the content but additionally, it fosters students' connection and appreciation within themselves (Azzarito & Ennis, 2003). As is evident then, constructivist education encompasses holistic student learning (Azzarito & Ennis, 2003), engaging the whole learner – physically, cognitively, and emotionally (Singleton, 2009).

It is reported that in experiencing a constructivist PE curriculum, the students' are able to participate actively, attain cognitive knowledge, and achieve motivation to continue engaging (Zhu et al., 2009). The teacher allows for all students to succeed by presenting developmentally appropriate challenges (Ennis, 2000). Moreover, social constructivist strategies in PE specifically, have demonstrated its ability to foster peer affiliation, offer learning experiences for both skilled and unskilled students, and demonstrate the relationship between PE and the students' broader lives (Azzarito & Ennis, 2003). As a result, in my case study, I investigated one grade nine female PE classes' disengaged students' experiences - their resistance from and willingness to engage - with the TGFU instructional model that stems directly from constructivism.

Teaching Games for Understanding

Bunker and Thorpe introduced the TGfU instructional model (1982) in the early 1980s at Loughborough University (Mandigo, Butler & Hopper, 2007). It was primarily designed for implementation at the high school level (Rink, 2010) and was created as a

result of the belief that students were graduating high school without having truly attained the learning goals of PE. They left school with little experienced success, limited knowledge about games, poor decision-making abilities, inadequacy in skill transfer, and dependence on (knowledgeable) adults (Holt et al., 2002). Quite broadly explained by Mandigo et al. (2007), TGfU introduces learners to a wide variety of games, ensuring they learn the essential technical and tactical skills to be successful game players and motivated future participants.

TGfU supports the vision of Canadian schools and sport organizations, aligning with both the provincial curricula across the nation and the Long Term Athlete Development Plan (Mandigo et al., 2007). Accordingly, there is a need for research, like my own, that commits to utilizing TGfU in an attempt to fully understand the instructional model. With researchers unsure as to whether TGfU has the ability to work for students (Griffin, Brooker & Patton, 2005), we need to learn first hand from the learners' or teachers' experiences as I aim to do. In order to better understand the model comprehensively, one must understand its fundamental aspects. Primarily, its underlying theoretical perspective (constructivism) though already touched upon, will be developed further, in relation to TGfU specifically. Following this, I have elaborated on the core of the model - the learner, its tactical underpinning, the thematic games categories, TGfU's four pedagogical principles, and lastly the original six-step model that will be utilized in my research.

TGfU and constructivism. As previously mentioned, TGfU is rooted in constructivism. Accordingly, the teacher acts a facilitator designing developmentally appropriate games based on the students' abilities and past experiences (Butler, 2006a).

The students are encouraged to be active agents in their learning. This shift from a teacher-centered environment to student-centered environment is something that that students enjoy (Kinchin & O'Sullivan, 2003). They are challenged to understand new experiences physically, by synthesizing them with previous experiences, and applying current knowledge to these new situations (Butler, 2006a). In addition to developing their physical motor skills however, TGfU allows students to expand their negotiating, questioning, compromising, and listening skills (Butler, 2006a). They moreover encounter an environment that fosters fairness, equality, and empathy, learning not only autonomy but also, responsibility (Butler, 2006a). Ultimately, the constructivist nature of TGfU allows for the consideration of the whole child, where they are able to develop physically, cognitively, and emotionally. It is the game-centered activities that are inherent in TGfU that embrace students' cognitive responses, psychomotor performances, and emotional well being in a highly motivational setting (Mandigo et al., 2007). Contrasting this, Kirk and MacPhail (2002) affirm that while beliefs about learning help to structure TGfU, it does not adequately represent the process of students' knowledge acquisition.

The learner. Previous research has shown that students want to learn as they both enjoy and appreciate learning experiences in PE (Zhu et al., 2011). Consequently, with the learner central to the TGfU model, the consideration of their unique developmental considerations and abilities is most important when ensuring learning is possible. An adaptive learning environment is thus created as the unique needs and abilities of the students are placed over the importance of the game (Mandigo et al., 2007). Tasks are to be meaningful to the students' lives (Ennis et al., 1997) and appropriate for their

capabilities. To ensure tasks meet the ability of all students, they are embedded with choice and multiple levels of difficulty (Ennis, 2003). This notion of choice additionally heightens the responsibility of the student, ensuring they are cognizant of the fact that they are accountable for their own learning (Collier & Oslin, 2001). As explained by Hopper (2002), rules are used as a means for making games playable for students, rather than viewed as regulations that must be followed. As a result, the formal rules of a game are only used when students are capable of following them. The learners' needs for socialization (Allen, 1986) are fulfilled through TGfU as it provides opportunities for affiliation. Such interactions are especially heightened when learners are involved in the process of creating rules and are further invited to practice technical and tactical skills in groups (Holt et al., 2002). Moreover, the nature of TGfU encourages students to create a positive environment for their peers (Mandigo & Corlett, 2010). Ultimately, with the learner at the center of the model, TGfU emphasizes the association between the student, the task at hand, and the environment (Chow et al., 2007).

Tactical emphasis. Though it has a tactical emphasis, the TGfU model does not de-emphasize the importance of teaching technical skills. Rather, it is considered a content-based approach (Dyson, Griffin & Hastie, 2004) centering on the importance of both tactical understanding and technical skill. Consequently, TGfU focuses on the progression from first teaching tactics to then introducing technical skills. This tactical to technical progression ensures that the students are ready to learn the skills of a game. The students learn why the skills of a game are important (their purpose) before learning how to execute them properly (Hopper, 2002). The idea is that in first gaining tactical awareness, students develop comprehension and meaning through a variety of

experiences that then further their willingness and ability to learn the technical skills of a game (Butler, McNeill & Wright, 2004). Their strategic thinking is additionally challenged, and they are encouraged to metacognitively recognize their individual abilities (Butler, 2006a). In experiencing such knowledge in the context of the game, learning becomes more meaningful to the students (Rink, 2010). They are thus more likely to retain the knowledge. Accordingly, Turner and Martinek (1999) found that students' declarative and procedural knowledge was heightened significantly more when instructed through TGfU than a traditional approach. Critics however, suggest that students may be placed in game situations too soon as they do not yet know enough about the game to play it (Butler, 2006b).

Game categories. Ellis (1983) created four games categories by grouping games together based on similar constructs of structure, play, tactics, skills, and rules (Butler, 2006a). Since there is overlap of such game constructs, games can be taught through a conceptual (thematic) approach - teaching through the four games categories rather than teaching each game in isolation (Mandigo et al., 2007). This allows for the sampling of a variety of games in PE, providing a balanced program (Bunker et al., 1996). Additionally, it fosters a developmentally appropriate sequence of teaching games (Butler, 2006a). The four game categories are: target games, striking/fielding games, net/wall games, and invasion/territorial games. In target games, participants attempt to get their objects closer to a stationary target than their opponents can (Mandigo et al., 2007). Target games center on balance and sending away skills (Hopper & Bell, 2001). In striking/fielding games, participants are split into two categories: batters and fielders. Batters attempt to strike an object into an area of play and score by running to/between a safe area while the

fielders retrieve the object and return it to the safe area before the batter (Hopper, 1998). The necessary skills in striking/fielding games include running, jumping, stopping, turning, guarding, sending away, and receiving (Hopper & Bell, 2001). Net/wall games involve participants sending an object back and forth until one team makes an error and can no longer return it (Mandigo et al., 2007). They require running, stopping, turning, jumping, guarding, sending away, and preparing to receive skills (Hopper & Bell, 2001). For the purpose of my research, I created a unit centered on invasion/territorial games. The basic structure of this category involves maintaining possession of an object to eventually score, while keeping it away from opponents (Mandigo et al., 2007). Invasion/territorial games require participants to run, stop, turn, jump, guard, send away, receive, and retain (Hopper & Bell, 2001). While centering instruction on a games category, TGfU allows students to be introduced into the basic rules, fundamental skills and tactical considerations necessary to be successful game players within each category (Mandigo et al., 2007). Students are thus able to recognize similarities in games that appear quite different (Bunker et al., 1996). Consequently, they can transfer their acquired knowledge and skills to a variety of games, allowing them to feel confident in their ability. In turn, this can encourage their participation in games outside of school while not limiting them to the games that were included in their PE program. It is TGfU's ability to foster internal motivation (Harvey, Wegis, Beets, Bryan, Massa-Gonzalez, van der Mars, 2009; Mandigo, Holt, Anderson & Sheppard, 2008) that heightens the possibility of students engaging in games outside of their PE experiences.

Curriculum model. As previously alluded, I utilized the original six-step TGfU model conceptualized by Bunker and Thorpe (1982) for the purpose of my research.

Ensuring the constructs discussed above are maintained, the learner develops as he/she progress through the sequential six steps discussed below. At the beginning of the unit, the teacher did inform the students of the basis of the unit, indicating it was an invasion games TGfU unit. Accordingly, particiapnts did recognize and use this phrase.

Game. TGfU begins with a modified version of a formal game, often referred to as a lead-up game. Lead-up games are often modified in terms of their structure, rules, and necessary equipment (Hopper, 2002) in order to ensure the students' developmental characteristics are taken into consideration. Resultantly, the modifications are dependant on the learners' age and additionally, their unique physical, social, and mental characteristics (Hopper, 2002). Lead-up games are small-sided games that have clear criteria (Ennis, 2003). Students learn how to play the lead-up game and work towards developing their skills that have a place within the larger context of that game - the concepts and skills of the games category (Mandigo et al., 2007). This stage acts as a warm up, where the skills used in the formal game are practiced in a different context (Hopper, 2002). Often, the game exaggerates a tactical problem that the students have to solve (Mitchell & Griffin, 1994; Chow et al., 2007). While playing the game under the guidance of the teacher, the students evaluate their performance and problem solving (Hopper, 1998), eventually coming to understand the game on their own (Butler, 2006a). Students reporting satisfaction with TGfU indicate game related activities (such as lead-up games) are the most enjoyable (Turner, 1996).

Game appreciation. Following the lead-up game, TGfU allows for the teacher to facilitate a question and answer period where students are encouraged to reflect on what was needed to be successful and why (Butler et al., 2004). This reflection allows the

teacher to determine if the students comprehend the content (Griffin et al., 2005) while, also providing the learners with opportunities to develop an understanding of the scope of the game (Culhane, Davis, Johnson & Vidoni, 2008). More specifically, how the rules, skills, and strategies of a game all impact each other (Mandigo et al., 2007). The questions should allow the students to distinguish the interplay between their perception, mental processes, and action during the game (Chow et al., 2007). Moreover, they should draw attention to how the modifications shaped the lead-up game (Bunker et al., 1996). Such deliberation helps the transfer of concepts and strategies between games, particularly those within the same games classification (Butler et al., 2004). Without this knowledge, the students would be unable to make correct decisions amidst game play (Mitchell & Griffin, 1994). It is important for the teacher's questions to encourage discussion not only between teachers and students but additionally, among students themselves (Francis, 2009).

This study highlighted not only the cognitive domain, as is often done in game appreciation, it moreover emphasized the students' affective domain throughout the various activities. Tasks that emphasized camaraderie among students were utilized in a conscious effort to provide students with opportunities that heightened their enjoyment.

Tactical awareness. Within the stage of tactical awareness, students develop an understanding of offensive and defensive tactics that allow them to be successful in games (Mandigo et al., 2007). This knowledge is developed under the guidance of the teacher (Bunker et al., 1996). Students are put into situations where they have to think about what they have to do in specific game scenarios (Hopper, 2002). They may be required to find a solution to a problem inherent in the game, or to one posed by

teammates or opponents (Chow et al., 2007). It is the teacher's responsibility (Hopper, 2002) to create such scenarios by designing exaggerated game like activities that highlight pertinent tactics (Mandigo et al., 2007). Students should be provided with many opportunities to practice their tactical skills and as their ability increases, the teacher can increase game complexity (Ennis, 2003). Tactical awareness can conclude with opportunities for the students to reflect on their experience, discussing what they found to be advantageous to their success and moreover, what was detrimental (Rovengo, 2010).

Making appropriate decisions. Engaging in additional modified games, students practice making important decisions in game like scenarios during this stage (Mandigo et al., 2007). They are encouraged to think through situations (problem solve) and make decisions in small groups (Butler, 2006a) with the guidance of the teacher (Oslin & Mitchell, 2006). Particularly, they are to use their knowledge from game appreciation and tactical awareness to discover when and how they perform specific tactics within the game (Mandigo et al., 2007). They specifically practice decisions regarding what to do - predicting the various outcomes of different responses – and, how to do it – evaluating the situation and choosing the most appropriate response (Oslin & Mitchell, 2006). In understanding the many options available to them, students begin to fully recognize the range of possibilities inherent in games and consequently, are able to appreciate the rationale behind their learning (Hopper, 1998). This stage stems from the belief that the able student is capable of making decisions as part of a skillful performance (Butler, 2006a). Improvements in relation to students' decision-making abilities after a TGfU lesson have been reported (Turner and Martinek 1999). Supporting this, McBride and Xiang's (2004) research not only indicated an increase in students' decision-making

abilities but moreover, suggested the resultant and sequential advancement of students' critical thinking and metacognitive processes. Turner (1996) however, illustrated that while TGfU improves students' decision-making abilities more so than a traditional approach, the two groups displayed no differences in relation to actual execution during game play.

Skill execution. During skill execution, students learn and practice important technical skills. During this stage, students develop an appreciation for proper skill execution throughout the previous steps and thus, at this point in their learning, understand the importance of improving their current skill level (Mandigo et al., 2007). Ultimately, in addition to improving their own abilities, this stage will further allow students to understand how specific technical skills are important to the game and additionally, when and how they should be implemented into game play (Mandigo et al., 2007). Highlighting the effectiveness of this stage, Turner and Martinek (1999) found that TGfU enhanced game related skills including: ball control and passing in field hockey.

Game performance. In the last step, students are provided with an opportunity to apply the knowledge and skills they learned in the previous steps to a game that is as similar to the formal game as possible. In engaging in the most advanced game yet, students apply the culminated knowledge and skill they have acquired (Mandigo et al., 2007). It is the teacher's job to provide the learners with constant feedback throughout this stage and accordingly, it is vital that when instructing through TGfU, the teacher has strong observational skills (Francis, 2009). They should center their feedback on

reinforcing the skills, tactics, and knowledge inherent in the game and much larger, its games category (Mandigo et al., 2007).

Pedagogical principles. While I have already discussed many of the fundamental aspects inherent to TGfU, and perhaps most importantly the model, there are four pedagogical principles that must additionally be taken into consideration when implementing TGfU. A comprehensive understanding of these four pedagogical principles has not been achieved in current research (Holt et al., 2002) yet; they will structure the implementation and design of the TGfU unit for my research. Primarily, the principle of sampling refers to the selection of games within a category. A teacher's selections should recognizably have transferable aspects including tactical solutions, rules, and skills to facilitate learning (Mandigo et al., 2007). Secondly, the principle of game representation refers to the teacher's ability to generate modified games that are actually representative of the formal game and perhaps larger, the constructs inherent in that games category. Modified games are created by adjusting both the primary and secondary rules of a game (Bunker et al., 1996). The primary rules refer to the boundaries that align a game with its broader games category while the secondary rules refer to aspects such as: playing area, number of players, equipment, or scoring (Hopper, 1998). While adapting the primary and secondary rules, care should be placed in creating game like scenarios that are not only developmentally appropriate but also suitable for specific tactical and technical skills (Mandigo et al., 2007). The third principle, exaggeration, refers to the need for game like scenarios that actually exaggerate a specific concept to make it the focus and consequently facilitate learning. Lastly, is the principle of tactical complexity. Centering on the sequence of tactics throughout the lesson, it requires the

teacher to be knowledgeable regarding tactical progressions and not only technical skill successions (Hopper, 2002). Tactical complexity, like many aspects of TGfU, requires progressions that are suited to the developmental considerations of the students (Mandigo et al., 2007). Accordingly, it is evident that TGfU requires considerable pedagogical knowledge and practice from the teacher (Turner, 1996).

Understanding the Students' Comprehensive Experiences: The Whole Child

The students' perspective on PE has been largely ignored in previous literature and consequently, teachers are left uncertain as to how to design programs (content through instruction) that will increase students' engagement (Cothran & Ennis, 1999). While it is vital that teachers understand how every single one their students feel about their PE experience (Graham, 1995), my findings will help to reveal the voice of disengaged students. I have comprehensively illustrated disengaged female students' full experience with a particular PE program – sport-centered and structured through TGfU. As previously alluded, these students were chosen from one grade nine female PE class. Accordingly, my results display a discussion of the whole child - their physical, cognitive, and affective experiences. The combination of these three domains equate to the notion of the whole child. I have previously alluded to this construct throughout my discussion of both constructivism and TGfU however; it was central in my ability to truly attain the disengaged female students' comprehensive perspective on their experience.

Though quite distinct, the three domains (physical, cognitive, and affective) combine effectively to create a holistic illustration of the child and are clearly defined by Sheppard and Mandigo (2009). The physical domain concentrates on the movements of the child including locomotor and manipulative skills. It is heightened in environments

fostering movement, physical activity, and fitness components. The cognitive domain centers on the child's mental processes such as knowledge acquisition, understanding, and thought development. The affective domain is rooted in the emotional aspects of the child such as attitudes, self-concept, motivation, social awareness, and moods.

Holt et al. (2002) support this and recommend understanding students' experience with TGfU from the whole child perspective. Not only does it thus align with constructivism, the theoretical framework in which TGfU is based, but it additionally makes it easier to understand the complete realm of possibilities it offers the students. In fact, it is believed that TGfU can holistically engage the learner in the lesson (Rink, 2010). Previous research has shown a focus on the strengths of TGfU in relation to cognitive and psychomotor outcomes albeit; there has been inadequate consideration of students' affective domain. Additionally, the relationship between the students' physical, cognitive, and affective domains, while experiencing TGfU, has not been examined (Holt et al., 2002). Being able to account for individual students' differences in these domains is difficult for educators (Sheppard & Mandigo, 2009; Holt et al., 2002) so examining their experiences in all three aspects is necessary (Hopper, 2002). If we understand the aspects of TGfU that allow for students' engagement and additionally, those that cause further disengagement, physically, cognitively, or affectively, we can learn to better adapt the implementation of instructional models and specifically, TGfU. This can consequently allow for better overall PE experiences for disengaged students. Perhaps, as most bluntly stated by Macdonald (2003), we must first recognize who the students are, including how and what they learn, if we wish to succeed with future curricular innovations.

Chapter III: RESEARCH DESIGN

My desire to study disengaged female students is more specifically described as a wish to uncover the students' lived experiences in PE. Griffin et al. (2005) indicated the importance of field-based research in students' natural PE environment however, being situated in a natural setting is only one aspect that displays my qualitative methodology. I used the students' own words in the representation of my findings. It is their created meanings and interpretations that is the focus of my research. Additionally, I brought with me my interpretive paradigmatic perspective, perceiving the natural environment to be ever changing, influenced by a socially and culturally constructed reality. This qualitative approach allowed me to understand and interpret the phenomenon of TGfU as experienced by disengaged female students themselves (Jones, 1995). It was the lived experiences of the students that allowed me to understand their personal experiences and individual perspectives in PE, particularly in regards to how TGfU related to their engagement and/or disengagement.

Interpretive Paradigmatic Perspective

Aligning with the interpretive paradigmatic perspective, I believe that reality is both socially and contextually constructed based on personal and cultural prejudices, beliefs, values, attitudes, and experiences (Willis, 2007). The reality that is generated from my case study then, of the students' lived experiences with TGfU, is uniquely their reality (Marriam, 2009). The generalizability of the knowledge acquired, in whole or part, rests on the similarities of other educational contexts to my case (Marriam, 2009; Radley & Chamberlain, 2012). This includes the class in which my research was implemented in, the school community, my participants, the TGfU unit used, and the educator delivering

the unit. Though discussed in greater detail below (see Trustworthiness: Transferability) it is the reader of my final document that will determine the findings he or she can apply to their own context and thus, is not something I can infer. My interpretive view allows me to consequently recognize that reality is shaped through the interaction, development, shared meaning, and communication of multiple perspectives (Willis, 2007). More specifically, "reality is dynamic and responsive to the fluctuations of human interaction, perception and creation of meaning" (Willis, 2007 p. 193). Consistent with this, I have gathered multiple perspectives of TGfU from different disengaged students (each participant in my study) from one grade nine female PE class, and in different contexts (i.e., in-depth interviews, focus groups, and participant observation). A more complete understanding of students' experiences with TGfU was gained by allowing students to not only interact together throughout the TGfU lessons but also allowing them to compare and contrast their perceptions and view points within the focus group.

Aligning with this perspective, it is important to discuss specifics regarding the TGfU unit. Using my comprehensive knowledge of TGfU, I designed the unit that was delivered as part of this research study. The unit was centered on invasion games. It focused on three different sports and had six different lessons (see Appendix B). Since I was focused on observing the participants' experiences, I chose to have an outside educator instruct the class. This provided me with the ability to fully engage in participant observation and not be too engulfed in teaching practices. It was important for me to ensure the outside educator was certified to teach in high schools and additionally, had previous experience instructing via TGfU. I believe these qualifications were necessary as it ensured the instruction would be delivered successfully; all structural and

philosophical elements of TGfU upheld and moreover, educational practices maintained (i.e., classroom management strategies). This educator was a female graduate student at Brock University. She is very approachable and challenges the students to step outside of their comfort zone. Her presence at the front of the class immediately demanded the students' respect. She had previous experience instructing via TGfU in both high school PE classes and additionally, university undergraduate PE classes. Prior to her delivering each lesson, I went through the entirety of the lesson with her. I explained my main learning goals for the students. I explained how they aligned to the unit learning goals. Additionally, I explained the success criteria for each lesson. Since I designed some of the activities uniquely for this unit, I ensured the educator understood the activities and could adequately explain them to the students.

Case Study Methodology

Holding an interpretive paradigmatic perspective, my attempt to understand the experience of disengaged female students' encounter with TGfU was explored through an instrumental case study research design. Considered a prerequisite to understanding social life (Radley & Chamberlain, 2012), it is evident that a case study design was warranted in my research as I set out to understand students' social life, specifically in their PE environment. I obtained the precise type of case study employed from Stake's (1995) classification that organizes case studies into three categories: intrinsic, instrumental, or collective. Stake (1995) defines instrumental case study as one wherein the case being examined is used to bring about understanding or changes outside solely that case. An instrumental design is defensible then as my case is used to facilitate the

understanding of a broader issue (Liamputtong, 2009); more specifically, TGfU's effectiveness in engaging predominantly disengaged grade nine female students in PE.

Investigating a phenomenon within a real life context, case studies play a vital role in advancing knowledge within a particular field (Marriam, 2009) albeit, they do not attempt to elicit an encompassing understanding of an entire organization or phenomenon (Noor, 2008). Instead, they delimit the object(s) of study, providing "an in-depth description and analysis of a [specific] bounded system" (Marriam, 2009, p. 40). Accordingly, my case was bounded by specifics including: understanding the experiences of only the disengaged female students within one grade nine PE class and their experiences with only one instructional model, TGfU. Students' disengagement was either identified by the researcher or/and identified by the student herself. The case was used to facilitate a greater understanding of how disengaged female students experience TGfU and thus, my work is identified as an instrumental case study (Marriam, 2009).

There are numerous benefits of the employment of a case study methodology and I feel these will advance the importance of my research. Primarily, a researcher is able to provide a detailed description when using case study as a methodology as a result of it being anchored in a real life context. As PE is an applied field, the learned experiences of the students – knowledge gained from my study, has the potential to affect and possibly improve pedagogical practice. A case study provides researchers with the ability to investigate complex social units that can change quite quickly (Merriam, 2009; Noor, 2008) and complex, is perhaps the best way to not only describe grade nine females but additionally, the high school physical education environment as a whole.

Grade nine female students' lives reveal complexity in social, emotional, physical and mental domains. Having just entered a new school, grade nine students are trying to find their place in the social hierarchy of high school. They are amidst an entire new group of individuals and their insecurities heighten as they question their individuality, deliberating if it is better to succumb to the constant pressure and simply align with the status quo. They must balance their peer group with their family life and may encounter stressors in their personal life outside of school (i.e., parental divorce or death of a family member). As females, they will be amidst puberty and thus, are encountering many physical changes including the growth of secondary sex characteristics along with the socio-emotional implications of those changes. Grade nine female students additionally deal with immense mental complexity: schoolwork has become more challenging, parental expectations may heighten with the potential of post-secondary school approaching, newly attained part-time jobs, and their increasing presence as an active member of their community. Additionally, the physical education environment is complex as there is a lack of physical structure and abundance of novel equipment that presents risks to the students' personal safety. Ultimately, the complexity of my research participants and the environment in which they are situated supports my decision to use an instrumental case study design.

Gaining Entry

Being immersed in the education system, I understood that gaining entry into my specific setting could be difficult and thus, I proposed and followed a specific plan. Primarily, I attained approval from Brock's Research Ethics Board (REB) and thereafter, submitted my work for approval from the school board's REB. Once such approval was

gained, I began an important step of building rapport with some of the adult gatekeepers (Punch, 2002) including the principals and PE teachers of different schools within the board. I started building such rapport by connecting with principals I had previously worked with. In doing so, I found that one principal in particular demonstrated interest in my specific research aims. Thankfully, I knew the PE department head at that school and in arranging a meeting with him; I found that he too was very interested in my study. As a school with a rather small population, there was only one female PE teacher that taught the grade nine PE course. In meeting with the teacher she was extremely welcoming and expressed a great deal of interest in having my use one of her classes for my research. In our discussions I was able to explain my aims to the classroom teacher and she additionally approved an outside educator instructing the class for the duration of my research. Fortunately, all necessary approval was gained early enough to allow me to be present in the grade nine female PE class on the first day of the 2013-2014 school year.

I was present in the class daily, prior to beginning my data collection, for two weeks. During this time I informally observed the class, ensuring the students were comfortable with my presence. I was moreover attentive and in using Voelkl's (1997) characteristics of disengaged students, I identified and understood the specific characteristics of the disengaged students in that particular class. My presence in the class further allowed me to build rapport with the students and inform their guardians about the study. Such rapport was critical in gaining the trust that allowed me to conduct the most rigorous research possible (Punch, 2002; Mertens & Ginsberg, 2008). I communicated with the guardians by sending home a detailed and inviting letter explaining my research, it's purpose, and moreover, indicating my availability to meet with them at any point to

answer questions or address concerns. In building rapport with the students themselves, I ensured I was not patronizing and acted appropriately, allowing myself to find a common ground with the participants (Punch, 2002). I did this by attempting to decrease the power imbalance between them and I – I wanted to be seen as a researcher not a teacher. I additionally conversed with the participants about their other classes, their favourite music, and their activities outside of school. Once this rapport was evident, I began my sampling techniques.

Sample

As previously discussed, my research was conducted within a school located in a semi-urban region of Southwestern Ontario, Canada. One grade nine female PE class was chosen, allowing for an information rich case. Only the disengaged students within this class were the participants of my study and as such, I had to identify these students prior to beginning my data collection. For the initial two weeks I was in the class, I observed the students' involvement and additionally, interacted with them, and spoke with the classroom teacher to identify which students aligned with Voelkl's (1997) depiction of disengaged students discussed in the introduction. The students chosen as participants were emotionally or physically withdrawn from the class. They demonstrated a lack of interest, were victims of bullying, criticized the morning anthem and prayer, did not participate in class activities, dressed improperly, were inattentive, or persistently disrupted the class. These students' names were recorded and each was approached for consent, asking that they consider participating in my study. As mentioned above, their guardians were also required to provide consent. I engaged in purposeful maximal sampling, deliberately choosing specific students to be my participants (Liamputtong,

2009). This ensured my findings provided an in-depth depiction of disengaged students' experience with TGfU. As suggested by Sandelowski (1995), I aimed for ten participants, cautioning that my population was not too small or large for my research purpose. Once immersed in the class however, I found only six female students that aligned with my understanding, as supported by Voelkl (1997), of disengagement. Six participants was appropriate as it allowed me the opportunity to fully understand the complete experience of each participant individually, while ensuring there was an adequate number of experiences in the study to fully illustrate disengaged students' encounters with TGfU.

Methods for Data Collection

To ensure my data was triangulated (discussed more below) I used a variety of collection methods. Primarily, prior to the instruction of the TGfU unit, I held a preliminary focus group with all of my participants. During the delivery of the TGfU unit, I engaged in participant observation, recording researcher notes. Following the unit, I held a focus group with all of my participants. Lastly, I conducted an in-depth interview with each participant as they each expressed a willingness and ability to speak richly regarding their experiences.

Pre-unit focus group. Once my participants were identified, I conducted a focus group interview with all of them, providing a safe place to discern and share their previously negative PE experiences (see Appendix C). This not only allowed me to build further trust with the female students but additionally, it served as a starting point for my research, allowing me to understand how they currently viewed PE and why. Moreover, the preliminary focus group allowed for the discussion of varying viewpoints, encouraging participants to compare and contrast their individual opinions. After this

focus group interview was held, the outside educator – described earlier - began the delivery of the TGfU unit. The unit was sport-centered focusing specifically on the classification of invasion games. It lasted six school days, throughout which, I was prominent in the class conducting participant observation.

Participant observation. In using participant observation as a method, I was observing and engaging in daily activities with the class to "learn the explicit and tactical aspects" (DeWalt, K. & DeWalt, B., 2010) of their experience with TGfU. Such observation allowed me to directly witness the disengaged students' reactions to TGfU and accordingly allowed me to use my own knowledge and expertise in interpreting what I observed (Marriam, 1988). In order to ensure my attentiveness to all aspects of my surroundings, I used Marriam's (2009) checklist of elements present in any setting to structure my observations (see Appendix D). Following the completion of my participant observation and similarly, the TGfU unit, I began my second method of data collection, the post-unit focus group.

Post-unit focus group. Data collected through direct dialogue with the participants combines effectively with field notes from participant observation as it allows the researcher to witness that which cannot be observed, the participants' own perspective (Marriam, 1988). Subsequently, I conducted a focus group as my second method of data collection. Able to provide "a rich and detailed set of data about perceptions, thoughts, feelings, and impressions of people in their own words" (Liamputtong, 2009, p. 67) the focus group provided me with an authentic reality of the participants' experiences with TGfU. Recognizing that focus groups invite dialogue between participants (Kitzinger, 1995), I worked hard to foster a safe and relaxed

environment (Liamputtong, 2009) where participants felt comfortable enough to talk openly about their shared experience. Being immersed in the students' PE environment from the start of the school made creating this environment for the focus group rather easy. To ensure participant interaction occurred, I asked that students exchange perspectives, ask each other questions, and comment on each other's points of view (Kitzinger, 1995) rather than orderly responding to my questions.

I facilitated one focus group that lasted seventy-five minutes, as suggested by Kitzinger (1995). The focus group involved all participants (6) as thus aligned with Liamputtong's (2009) ideal focus group size. Having all of the students in the same focus group allowed them to recognize the common aspect of their identity, being disengaged in a PE setting. This similarity provided them with an initial common ground that maximized their interaction (Liamputtong, 2009). I took a backseat at the beginning of the focus group, allowing the conversation to flow naturally, and the participants to gain a sense of belonging and comfort (Kitzinger, 1995). This allowed me to hear the students' experience "in their own vocabulary [while they were] generating their own questions, and pursuing their own priorities" (Kitzinger, 1995). As the focus group unfolded, I ensued common themes were discussed from a previously created guide (see Appendix E) while emphasis remained on dialogue between the participants. Following the focus group, I followed up with each participant through an in-depth, semi-structured interview. This allowed me to obtain more of a thorough understanding of the students' experiences, uncovering information rich data and specificity that was not fully captured during the focus group.

Interviews. The in-depth interview method is particularly advantageous for accessing vulnerable populations with subjugated voices (Liamputtong, 2009), such as those of disengaged, female, high school students. Moreover, directly aligning with the purpose of my research, Graham (1995) believes interviews are a great way to determine students' perspectives of their PE programs. Particularly, in encouraging individual students to speak of their unique encounters, interviews provide an illustration of the range of feelings, abilities, and interests in the class as a whole. These one-on-one, face-to-face interviews will allow the participants to speak openly and honestly regarding their experience with TGfU. I personally view interviews as "conversations with an agenda" (Liamputtong, 2009, p. 43). As such, I approached these interviews believing that it was the dialogue the participant and I had together that would come to "construct knowledge about the reality of the participant" (Liamputtong, 2009, p. 42).

Recognizing that there are many things to attend to during an interview (deMarrais, Lewis, & Rouston, 2003), I used a semi-structured style, allowing me to consult a previously created guide (see Appendix F). Though this guide allowed me to ensure I was covering the important issues I wished to examine (Liamputtong, 2009), I did appreciate the flexibility of interviewing. I moreover accepted that interviews do not often proceed as planned and consequently, was prepared to think on the spot, dealing with all challenges (i.e, participant straying off topic, participant arriving late, etc.) as they arose (Roulston, 2011). I interviewed each participant once.

Researcher's notes. Throughout my observations, I used Marriam's (2009) checklist of elements present in any setting. This checklist helped to structure my field notes, ensuring I took note of critical elements of the environment throughout each

observation. I recorded brief notes during the observations to help me remember what happened and after, directly following each observational period, I expanded on these notes in more detail (Mulhall, 2003). As an ethical researcher, my field notes only included information on the participants of my study (those that had given consent). The focus group and all interviews were recorded (with participant and guardian consent) and later transcribed. While these transcriptions were advantageous in the data analysis stage, I believe that transcripts are frozen in time and consequently, are separated from their base in social interaction (Kvale, 1996). To combat this, I briefly recorded notes on participants' behaviour throughout the focus groups and interviews. These notes included comments on their body language, facial expressions, and tone of voice. Such information allowed me to better understand what the students report as I was not only analyzing the words used, but more comprehensively, the context in which such words were spoken. Following the focus group and interviews, I took time to elaborate on these notes and any other interesting comments I may have documented.

Data Analysis

Data analysis begins with preparing the data (Liamputtong, 2009). To best prepare my raw data, I organized my field notes from participant observation in chronological order and additionally, transcribed the audio recordings of the focus groups and in-depth interviews. I completed all transcriptions by listening to the audio recordings and simultaneously typing what I heard verbatim into a word processor program (Microsoft Word). All transcripts were printed, ordered chronologically, and stored in a locked filing cabinet at my home, in preparation for the next step of data

analysis, data reduction. I ensured that no one had access to this filing cabinet and that I was the only person who held the key.

In reducing the data, I used inductive thematic data analysis, allowing codes to surface directly from the data (Strauss & Corbin, 1998). More specifically, I searched through my field notes and transcripts (Liamputtong, 2009), "allow[ing] research findings to emerge from the frequent, dominant, or significant themes, inherent in [the] raw data" (Thomas, 2006, p. 238). Such field notes and transcripts were read multiple times to ensure I did not miss any pertinent findings. I additionally utilized deducative data analysis wherein I used existing knowledge and frameworks to help identify codes in the data. Axial coding was used wherein codes were grouped together based on similarities and constantly revised if new codes surfaced. In an atomistic manner, I extracted segments of the raw data to identify significant aspects that supported the emerging codes. Once all codes were identified, they were grouped together to create themes. In the stage of axial coding, it was the participants' own words that were used in labeling the key themes that had been identified. Throughout my inductive and deductive thematic analysis, I ensured themes were both logical and representative of the data as a whole. Once saturation occurred, I proceeded to the final step of data analysis, the representation of data (Liamputtong, 2009).

I represented my data through an in-depth (see Trustworthiness and Quality: Thick description) written account, revealing both emic and etic views. As the insider's perspective of their own reality (Given, 2008), the emic view is presented through the disengaged female students' reportings. This makes up the majority of the data and accordingly, I used actual quotations from the interview transcripts in an attempt to

portray a holistic reality of the students' experience with TGfU from their own perspective. The etic view is present when I inject with my views. Such a perspective is one of an outsider (Given, 2008). In this case, it is my interpretation of the events as both a researcher and a certified teacher. Due to this injection of my view, the document reveals transparency regarding my own inherent views, beliefs, and roles, as they influenced how I interpreted the students' behaviour throughout the research and additionally, the findings (see Sincerity: Researcher reflexivity).

Ethical Considerations

Ethics is "commonly interpreted as the systematic study of good and bad conduct" (Shepard, 2000, p. 169). It is my personal belief that it is a part of my professional responsibility to be an ethical researcher. In stating this, I believe I have ethical responsibilities to other researchers, my participants, and society as a whole (Shepard, 2000). My ethical responsibility to other researchers refers to my promise of creating work that upholds the standard of quality research and accordingly, can advance knowledge theoretically or methodologically. This is discussed in more detail, with specific reference to this study in the next section, 'Ensuring Research Quality.' In relation to my participants, I considered consent, risk and benefits, and privacy and confidentiality. My ethical responsibilities to society, centered on the basis of minimizing conflict of interests.

The process of seeking consent ensures respect for individuals (Shephard, 2000) and such consent must be free, informed, and ongoing (Tri-Council Policy Statement [TCPS], 2010). As previously mentioned, I required the consent of both the students and their guardian. Prior to obtaining this consent, I disclosed all pertinent risks and benefits

of my study (Shephard, 2000). The primary risk involved potential psychological harm due to the students discussing their previous negative physical education experiences. To prepare for this, prior to beginning my research, I obtained the availability of a Child and Youth Counselor or Social Worker to speak with the student(s) if need be. Further risks were difficult to determine prior to my commencing due to the emergent nature of case study research (Marriam, 1988). Thankfully, no risks arose during or following the research. The central benefit included the potential of determining an instructional method that engages previously disengaged students. In order to ensure the privacy and confidentiality of my participants, I maintained that any information revealed by participants be kept in confidence with no connection back to them. This required information security in sampling, consent, data collection and analysis, data storage and sharing of findings (TCPS, 2010). To allow for this, I provided each participant with an opportunity to create a pseudonym for themselves that was used throughout the research process and moreover, in this document. Important to note is the fact that I revealed my ability to only maintain confidentiality to the extent permitted by the ethical principles and laws guiding both researchers and secondary school teachers – two different roles that compromise my identity and suggest a potential conflict of interest.

A conflict of interest is "the incompatibility of two or more duties, responsibilities, or interests (personal or professional) of an individual or institution as they relate to the ethical conduct of research – such that one cannot be fulfilled without compromising the other" (TCPS, 2010, Module 6). My dual role as a researcher and additionally, an Ontario certified secondary school teacher had the potential to be a conflict of interest due to the legal boundaries surrounding student-teacher relationships. I

was extremely careful. I ensured that while I (the researcher) wanted my participants to feel a sense of connection and trust with me, being able to openly discuss their true experiences, I did not cross any boundaries that would resultantly endanger my teaching career. For example, I ensured students did not speak poorly of any specific teachers as they are my co-workers and I am not able to speak about their performance in the classroom. Moreover, prior to beginning data collection I made students aware of the legal responsibilities of teachers including the duty to report. Students were told I am legally obligated to report what they tell me if I believe they or anyone else is in danger.

Trustworthiness and Quality

Trustworthiness refers to the legitimization of qualitative research (Sparkes, 2001). More specifically, it focuses on the procedures that should be used to ensure the research process is carried out correctly with credibility (Sparkes, 2001). Aligning with Koch (1993), I used Lincoln and Guba's (1989) criteria for establishing trustworthiness that are explained more specifically below. Primarily, the notion of credibility was met through triangulation and crystallization (Koch, 1993). The second criterion, transferability "is dependent on the similarity of two contexts" (Koch, 1993, p. 92) and the final criteria, dependability and conformability, were achieved through thick description.

Triangulation and crystallization. Triangulation assumes that if researchers consult two or more sources of data, use two or more methods of data collection, and collect two or more types of data, the conclusions that are drawn will be more credible (Tracy, 2010). In order to ensure my data was triangulated, I collected data from six different students, used three different methods of data collection including: participant

observation, focus groups, and in-depth interviews. Lastly, I had different types of data collected including: field notes, and dialogue with and between participants. Though I see the importance of triangulation, I assert that I additionally aimed for the crystallization of my work. Set in a different paradigmatic view than triangulation, crystallization emphasizes that in using multiple sources, methods, and attaining different types of data, a researcher expands their exploration; opening their work up to a more complex and in-depth understanding of what is being investigated (Tracy, 2010). It was in allowing for crystallization, through the avenues discussed above, that I gained an extensively comprehensive understanding of the disengaged female students' actual lived experience with TGfU. Understanding not only the aspects that facilitated their engagement but moreover, the aspects they rejected.

Transferability. Transferability is the capacity for theoretical or analytic knowledge that is obtained from a study to be transferred to similar situations (Liamputtong, 2009). It specifically refers to "the degree to which findings can be generalized or applied to other individuals, groups, contexts, or settings" (Liamputtong, 2009, p. 149). As a result of this study being a case study, the ability to generalize the findings is dependent on the individuals that will read my work (Radley & Chamberlain, 2012). This is because "it is the configurations within each case that provide the basis for comparisons with other cases, and out of which generalizations about action and structures are made" (Radley & Chamberlain, 2012, p. 391). More specifically, it is the boundaries of my case that will specify the unique context, in which the findings were derived and as such, my final document will reveal this translucently to the reader. Such boundaries include disengaged female students, grade nine students, a TGfU unit, a high

school located in a mid-high socioeconomic status neighborhood, and a teacher experienced in TGfU. Moreover, my use of rich descriptions, direct quotations, and accessible language within this document, will allow the reader to emotionally experience the text (Tracy 2010), and further vicariously recognize aspects of their own context within the case (Marriam, 2009). Consequently then, when reading my work, it is the readers themselves that will determine the transferability of my work and accordingly, will draw parallels (case comparison) between the context of this case and their own situations, ultimately determining the applicability for themselves (Radley & Chamberlain, 2012). Depending on the parallels drawn, the reader will transfer all or portions of the knowledge revealed in my work; and may consequently adapt my findings to better suit the needs of their particular situation (Radley & Chamberlain, 2012).

Thick description. I provided an in-depth thick description of both the research process and research findings. Clearly illustrating all decisions that I made in the research process, the reader will be able to easily follow the course of action and understand how I progressed. In order to best provide an in-depth description of the students' experience with TGfU, I was present within the class the entirety of each lesson (Tracy, 2010). I additionally relied on recording concrete detail due to the fact that "any single behaviour or interaction, when divorced from its context, could mean any number of things" (Tracy, 2010, p. 843). It was my responsibility to depict the "complex specificity and circumstantialities of [my] data" (Tracy, 2010, p. 843) in order to truly and honestly convey the reality of my findings. As such, I revealed the context in which my own research took place including: the community the school is located within, the school culture, the PE environment, the reality of the students, and insight into the teacher

instructing the TGfU unit. More specifically, I followed Tracy's (2010) suggestion and, showed rather than told the complexity of the context that my research was situated in. This will allow the reader to come to his or her own conclusion regarding the scene without being overly influenced by my perception of it.

Researcher Reflexivity

Researcher reflexivity requires the honesty and authenticity of a researcher in relation to their self, their work, and their audience (Tracy, 2010). Requiring researchers to be self-aware throughout all stages of the research process, researcher reflexivity requires researchers to self-expose (Tracy, 2010) their values, biases, and self-interest (Mertens & Ginsberg, 2008) while "describ[ing] and interpret[ing] their experience as researchers" (Koch, 1993, p. 92).

When arriving at the school for the first time, situating myself within the PE class, I observed my impact on the environment, examining how the students reacted to my presence (Tracy, 2010). Moreover, in determining which students' voices I could easily access and which I could not, I reflexively asked why and built rapport in an attempt to access all perspectives (Tracy, 2010). Throughout my participant observation, I included self-reflexive commentary about how I interpreted the events and moreover, how the events made me feel (Tracy, 2010). I additionally questioned the power relationship that existed. I wanted to minimize the imbalance of power between myself and the participants, allowing them to feel as comfortable as possible (Mertens & Ginsberg, 2008). In order to accomplish this, I ensured the participants understood the importance of their involvement in my study and recognized the value I placed on their honesty and openness.

Throughout the representation of my data in the final document, I used the word "I" to "remind the reader of [my] presence and influence in participating and interpreting the scene" (Tracy, 2010, p. 842). It is important for me to write about my individual qualities to assist the reader in understanding the context of the research (Mertens & Ginsberg, 2008). Such qualities include the fact that I am a white, twenty-four year old female who has obtained both a bachelor of PE, and a bachelor of education (Mertens & Ginsberg, 2009). My being a teacher and additionally, one that excels in the domain of PE, definitely impacted the way in which I made sense of the students' experiences. So too might it have influenced the relationship the participants had with me and consequently, what they disclosed. To ensure I did not stray away from the purpose of my research and engage in too much self-reflexivity, I showed rather than told my self-reflexivity by intertwining my actual reactions and reflexive comments throughout the reporting of the findings (Tracy, 2010).

Challenges

I foresaw encountering specific challenges that I would have to overcome over the course of my research. Primarily, I worried that the girls would not feel comfortable with me and consequently, would not be willing to be a part of my research. In order to avoid this, I entered the class with a vibrant, positive, and warming, yet authentic persona. While building rapport, I got to know each of the students individually, learning about who they are, and providing them with the respect they deserve. Luckily, the students accepted my presence and warmed up to me quickly. I additionally worried that the students might have no interest in being a part of my research as a result of their being disengaged in PE. I was concerned they might not see the worth in attempting to make

PE 'better'. Thankfully, the students did not allow their disengagement in PE to distance them from taking part in the research. In fact, many of the students expressed interest in wanting to make PE better for other students as they felt it was a course all students should want to take. Holding focus groups (one preliminary and one for data collection) of six female students whom I had not yet met also posed as a potential challenge. These students came from completely different social circles and consequently, I was worried they would not be comfortable speaking with one another. In order to combat this, I used the preliminary focus group as not only a vehicle through which I could understand the students' previous PE experiences but additionally, as a time for bonding through cooperative ice-breaker activities. I moreover used my professional judgment as a teacher to recognize any hostility between students while engaging in participant observation. Opposing my concerns, the participants bonded through their unified disengagement and the environment of the focus groups proved safe and comfortable for all. Lastly, I was concerned about the honesty of the students' responses. Particularly in the focus groups, I was worried some students might respond in a specific manner only to fit in with their peers. In order to identify the sincerity of participants' responses in the focus group, when they were speaking in front of one another, I was attentive to their body language and word choice. I additionally examined how their responses in the focus group aligned with their discussion in the in-depth interview. I never had the feeling that someone was not being truthful to themselves or me nor did I note dissonance between their revelations and what I observed. Ultimately, I was able to overcome the possibility of potential challenges and accordingly, research quality was ensured. There is however a chance the use of sports in the unt contributed to the students' perception of TGfU.

Chapter IV: FINDINGS

It is essential to understand how the findings present within this chapter surfaced from the data I collected. Accordingly, it is important to review my method of data analysis. All transcripts from both the focus groups and interviews were organized chronologically and additionally my researcher notes were included. Analyzing in an inductive manner, my findings surfaced from the data itself. In reading the transcripts and researcher field notes multiple times, the disengaged female students' perspectives were my primary focus. My interpretation of these perspectives - as both a teacher and a researcher - were used only to reinforce key findings. The data was reduced using axial coding. Once key codes were identified across all three data sets: focus groups, interviews, and researcher notes – they were grouped together based on similarities. While not a necessity for key findings, it is interesting to note that the majority of codes reoccurred across all three data sets. Codes were grouped together based on similarities (i.e., the codes chill environment and less intense were grouped together) to create themes. All reoccurring themes and sub-themes were carefully reviewed ensuring they were logically organized to be a true representation of the raw data. Accordingly, in an atomistic manner, segments of the data were extracted and it was the participants' own words that I used to label such themes. To provide thick description, the participant's voices are directly included in the chapter; their own terminology is used. Some phrasing albeit, was altered in the translation from oral to written to improve readability. Mainly, wording such as like and uhm was removed. Ensuring this chapter parallels my analysis and is a true representation of the raw data; I have organized it into four main sections that each present both emic (participants' perspective) and etic (my perspective) views.

My own reflexivity is sparsely integrated throughout the section. It is only included minimally as the aim of my study was to discover the students' experience from their own perspective.

The four main sections of this chapter are easily identifiable wherein the first section centers on the students' previous experiences in PE (prior to the TGfU unit) and the second through forth sections focus specifically on the students' experiences with TGfU. Evidently, it is the first section that contains findings from the pre-unit focus group. This focus group aimed at unveiling the disengaged female students' prior experiences in PE. In examining how the female students' prior PE experiences were shaped through direct instruction and moreover, how their disengagement surfaced, I felt I would be better prepared to truly understand the reality of their current disengagement**.** As indicated previously, it is important to understand that I am in no way interested in contrasting or comparing the participants' experiences or disengagement between direct instruction and TGfU. Rather, the pre-unit focus group was simply conducted to provide a comprehensive understanding of the disengaged female students' past experiences in PE, allowing me to better understand their current experiences within the study – their experiences with TGfU.

The subsequent sections will be organized according to the research questions that drove my study. Specifically, the findings will be presented within the three sub-questions that structured my research: What are disengaged students' experiences with TGfU? In what ways does TGfU facilitate student engagement in physical education? In what ways do disengaged students resist engaging in TGfU? My findings are presented within these sub-questions and not the central question because it is the combination of

these three sub-questions that answer the central question: Does the use of TGfU impact grade nine disengaged female students' physical education experience?

Prior to revealing findings, I will provide insight into the context in which my research was implemented. The school is located within a community that has a mid-high socioeconomic status. Parents of student participants in this study are quite involved in their children's education. The school was rebuilt in 2011 and, the population is rather small. As one walks in the front doors of the building there are two prominent signs: one instructs all visitors to report to the main office and the second reads, "bullies are not welcome here". Once through the second set of doors – visitors are standing in the large atrium that draws attention towards a photograph of the Bishop. It is clear that the school personnel value Catholic education as display cases showcase religious artifacts. Such display cases moreover exhibit students' academic work and additionally, the extra-curricular activities available. It is immediately clear that respect is valued and demonstrated by both school staff and students. As individuals passed me I was constantly greeted with a "hello" or a friendly smile. There was no garbage anywhere nor was there any vandalism. The school has a small PE department that teaches predominantly through direct instruction with a sports based program. Such a sport focus aligns with the athletic proweness of the school's history. It has been known for housing not only strong individual athletes but additionally, strong teams as a whole. The equipment room was very well organized and stocked. The PE teachers are all extremely welcoming to staff, students and visitors. The students' constant presence in the PE office clearly depicts the safe and comfortable environment created by the staff.

Students' Previous PE Experiences

Within the findings from the pre-unit focus group, the following themes were the most extensively discussed by the disengaged female students regarding their prior PE experiences: the structure of PE classes, PE teachers, evaluation practices, student discomfort, and potential solutions. These themes emerge from female students' previous experiences with direct instruction in their traditional PE classes.

Structure of PE class. Throughout the pre-unit focus group, participants reported various issues with the structure of traditional PE classes. Participants felt as though the PE periods were too short, particularly with the number of students in each class. Jaimey described, "we'd touch the ball maybe ten times a gym class". Additionally, she explained how there were "too many people" in the gymnasium, especially when there were "two classes in every class". The female students felt as though the environment allowed certain students to control the games. For example, Jaimey recalled, "the worst is when you call for the ball and you're wide open…and that one ball hog is like oh no I got this and tries to get through twenty players".

Participants moreover explained how they did the same content each year in PE. Jaimey bluntly stated:

> It kinda sucked cuz every year we did the same sports cuz our teacher didn't want to learn any new sports, or teach us any new sports and every year we did the same drills. When we were doing basketball we dribbled in a straight line, come back and I'm like it was really boring.

Clary described how "that's like in math class, this is how you multiply two times two…it's like doing that four years straight". Jessica provided her perspective, and explained:

> I need to stop learning the same drills, like doing the same thing like there has to be some kind of change like a difference of what we're doing so I can be interested in it like oh like I like trying new things so like I wanna try it but if I'm doing the same thing I'm just not gunna try.

Participants also commented on the high emphasis on drills in traditional PE. This finding correlates to my observations in the classroom prior to the delivery of the TGfU unit. Jaimey described how instruction in traditional PE was broken down: "fifteen minutes learning about what we were doing and the next half hour doing drills". Jessica described that type of instruction as "line up and lay up". Jaimey additionally questioned the authenticity of learning skills through isolated drills as she believed "you can learn how to dribble on a line that's great but like in a game no one's gunna be like wow she can really dribble to that line great".

Each participant felt as though they were being watched in traditional PE. Jessica described this being an issue with students that were not in the class: "I hate doing gym with other people that are not in my gym class…like they are watching you". Selina moreover explained how this feeling increased when the male classes were sharing the amenities with the female classes. She stated, "on Friday when we were running around the guys were outside so I was like ugh I don't want to look like an idiot".

Lastly, the participants unanimously agreed that the structure of PE classes made it easy to get out of participating. Selina and Clary described this situation:

Selina: you could even sit out in class and you'd still get like a seventy-five and you could be like oh I forgot my shoes.

Clary: yeah…but it's like no you didn't…

Selina: that's what I did…

Clary: and then you'd sit out…

Selina: like uhm teacher I forgot my shoes uh at home and it's like in my locker.

Teacher. In their discussions of their previous traditional PE experiences, the participants spoke quite thoroughly about PE teachers. They believe PE teachers have unwelcoming personas, do not actually teach, give certain students special treatment, and are unaware of the students' effort.

Unwelcoming persona. The participants reported negative feelings around PE teachers. Speaking on behalf of the group, Jessica explained how they "feel like phys. ed. teachers are the least approachable". Clarah believed this was because "they really like phys. ed. so it's like they're trained and strong". Moreover, participants believe PE teachers yell too much. Jaimey explained, "I just don't like it when our gym teachers…yell at us when we couldn't do better but it was like not really our fault like I'm sorry I'm going to pass out but I'm going to keep running anyway cuz you are screaming at me". Clary stated, "you learn that people yelling at you does not help you". Lastly, Selina illustrated her personal feelings toward PE teachers yelling: "it makes you scared, it makes you wanna sit in the corner and cry and be like what am I doing on this planet".

Do not actually teach. The disengaged female students reported feeling as though PE teachers do not actually teach. Bluntly, Selina stated, "I kinda don't think they teach

you". Clary agreed: "I feel like they don't teach you they just kinda go like hey these are the rules read those k bye". Jaimey elaborated, explaining why exactly she feels there is a lack of actual teaching in PE. According to Jaimey, there is little consistency throughout lessons. Near the end of the lessons, feedback was provided on skills other than the ones that were emphasized and taught at the beginning of the lesson. She reported:

> Let's say the teacher is on dribbling I don't think that during the game they should yell at you to like pass it or like do a lay up or whatever cuz then you're like wait well we're working on dribbling like I can semi do this let's not jump to something else.

Give certain students special treatment. The participants deliberated with one another regarding the fact that PE teachers favour certain students. They believe PE teachers treat each student differently, depending on their ability. According to these students, PE teachers give special attention to those that are most talented in PE. Jessica explained how "sometimes you try your best but like the teacher doesn't see that and they kinda just look at the good people and how good they are and they don't look at the bad people so it's like oh well like I tried my best but you don't see me". Taylor concurred explaining how the teacher "supports [the athletic students] much more".

Unaware of students' effort. Amidst the focus group, the participants explained their belief that PE teachers are unaware of students' effort. They believe this is a difficult notion for the teacher to understand because they cannot truly know what someone else's best is. Taylor explained, "if you're trying your best they can't feel that you're just like dying to do whatever to try to do your best. They can't feel that". Jessica

added, "yeah they don't know that I'm trying my best so they think I can do better but I really can't so it's like wait what do you want me to do I can't do any better".

Evaluation practices. Participants believed the marking was not equitable nor accurate to the effort they put forth. Jaimey discussed how marks were solely based on ability: "here are the five girls that are the best so they all get the best mark". Selina elaborated, particularly describing how effort did not play into their grade: "I'm trying and I'm trying and I'm trying and it's still not like I'm gunna get a good mark". Clary's frustration with her mark in tradition PE was quite apparent as she stated, "you tell me to do my best and I'm doing my best and you just fail me still".

Student discomfort. Selina best described the participants' unanimous lack of comfort in PE. She stated, "sometimes you just feel like you wanna go and hide because you don't…fit in you don't feel comfortable and you don't feel like you match to anybody else". This discomfort was additionally a result of their concerns regarding hygiene and physical appearance. Specifically, the participants reported uneasiness surrounding changing, personal odour, and messy hair. Selina described a common discomfort with changing in the change room: "since some people don't know each other I personally change in-in the stall because I don't know a bunch of people and so it's just awkward…taking your shirt off in front of a bunch of girls". Taylor moreover added how she was flustered with having "to fight over the…mirrors". Additionally, Jessica discussed how she hates being "in [her] stinky clothes all day" and Clary depicted hating how "it weirds up your hair". Throughout the focus group, students continuously alluded to discomfort surrounding their self-perceptions. They had very negative views of their own abilities in PE. They all believed their genes caused their lack of ability in PE.

Amidst the traditional environment, prior to the TGfU unit, Selina stated, "I can't do this at all, never in a million years". Taylor explained hating PE because, "I'm not really good at sports so yeah I don't need to be embarrassed or anything". During one of the pre-unit observation days, Taylor stated, "I have tried every sport in the world but I'm bad at all of it". Clary described how "in gym class [she] feel[s] like kinda a fail all the time". Even the athletically proficient Jaimey stated that PE "just makes you feel bad".

Potential solutions. As our discussion progressed in the pre-unit focus group, I realized the participants were constantly providing suggestive solutions that they believed could improve their PE experience. Below, I've outlined their solutions for traditional PE rooted in direct instruction.

Lesson content. Participants believed that content in PE should be altered to provide an equal playing ground for all students. Jessica described, "I think we should learn more about sports that aren't traditional like bowling or badminton". She believed that they should "do a sport that's new to everyone" because then "nobody gets an advantage". Moreover, participants believed they should have opportunities to play more games. Jaimey stated:

> I don't need to know the exact way my foot needs to be when I volley a ball like it's kinda like we should play more games in gym instead of just doing all of the same volley against a wall drill**.**

Clary additionally offered her opinion: "I think that we should do less learning how to dribble and more like let's go try our really hardest and play this game right now". While the participants prefer games, they did recognize the importance of learning skills. Accordingly, they suggested learning skills through game situations. As Jaimey

suggested, students should be allowed to "just practice it in a game". Similarly, Selina thought that they should "play games to learn the skills".

Teachers. The participants believed that a shift in PE teachers' persona is needed. Bantering among themselves, they described the ideal PE teacher:

Selina: I think they should be more friendly…

Jessica: with everyone…

Selina: more friendly…

Jessica: not just like…

Selina: and more warm…

Jessica: and approachable…

Selina: just like ask me anything.

Recognizing student's individuality. Participants felt as though students needed more individualized attention in PE. This relates to both instruction and evaluation. They believed that teachers should determine students' skill levels prior to beginning. This would then allow them to provide students with feedback and cues that align with their current skill level. Jessica thought this would best be accomplished if the teams were "a little smaller so the teacher can focus on every single person's skills". Additionally, in understanding that each student comes from their own unique experiences with sport, the participants believed that marking schemes should take these differences into consideration. As explained by Jaimey, they felt that "maybe if the teacher knows that the person doing a sport is an all star voll- or basketball player or whatever then maybe they could be marked a bit differently". As elaborated by Jessica, they "don't think they should just like be marked the same way if they do rep".

More time to change. There appeared to be a lot of anxiety among participants surrounding changing before and after class. Unanimously, participants agreed with Clary in that they "should have more time to get ready and at the end of gym class you should have more time to get changed". Jaimey explained how it makes her late for next period: "I find myself like oh got my leotards oh and I'm late for class already…and I'm like half naked still". Clary additionally disliked being late for her next period as she felt as though "everyone's watching" her when she would walk in.

What were Disengaged Students' Experiences with TGfU?

Primarily, experiences that were the same for each participant will be discussed. This centers on the discovery of increased engagement. Secondly, one participant's unique experience will be displayed. Her disengagement is starkly different than the rest of the participants' disengagement as is explained below.

Increased engagement. All three data sets revealed an increase in the participants' engagement within their PE environment. At first I was doubtful that the disengaged female students themselves would identify this increase in their engagement but, this was not the case. Their reflections throughout the focus group and interviews proved that they too witnessed the heightened engagement that I observed and abruptly recognized after the third day of the TGfU unit.

> It hit me finally today that this, TGfU, it's working and I am in some way in shock at what the students are accomplishing. It's like I am asking myself if it is real because you would not believe the transformation from that initial period. (Researcher Note. September 10 2013).

This engagement was witnessed – from both the students and myself - through a variety of student behaviours, attitudes, and actions. Each of the sub-themes included were prevalent findings in all three sets of data.

Heightened participation. The female students described their involvement in the TGfU lessons as that structured through heightened participation. Some participants were rather blunt:

> Selina: I think I engaged a lot to be honest like I think it was fun so if it's fun why not engage yourself in it and have fun? So I think I did a lot more than I do in regular Phys. Ed.
>
> Researcher: And what kind of things did you do that you wouldn't do in regular Phys. Ed?
>
> Selina: *Giggles* Participate. (Interview. September 26 2013)

Selina described her personal journey as one where she was "participating more than [she] would normally like without that kind of method like without those kinda games" (Focus Group. September 25 2013). Similarly, Clarah elaborated on the fact that she "was encouraged to participate more" (Focus Group. September 25 2013) by explaining how "it was so easy to participate" (Interview. October 2 2013). Likewise, Jessica explained her increase in participation in saying, "if you know what to do and it's not just a teacher telling you what to do then it's just more participation" (Interview. September 30 2013). Stepping outside of a discussion of solely her own participation, Jaimey eluded to the class' participation as a whole: "I thought we were playing a lot and more people were more participating in the games" (Focus Group. September 25 2013). The participants' engagement in the TGfU lessons was more active – physically and mentally. Primarily,

they were increasingly physically active throughout each of the lessons (Researcher Notes. September 17-24 2013). For example, Clarah was "actually running and trying to be in the action," Jessica was "always running" and Taylor "aggressively moved towards the ball" (Researcher Notes. September 24 2013). Moreover, as Jaimey described, "they were calling for the pass like they wanted the ball and all" (Interview. October 2 2013). Selina and Taylor confirmed this statement with their own personal experiences. Selina stated, "I feel like they passed to me more and they were calling for the ball when I had it so that I could just throw it to them" (Interview. September 26 2013). Taylor described her active involvement as one where she "had her turns as much as [she] wanted" (Interview. September 25 2013). Confirming the trustworthiness of this sub-theme through the triangulation of data, it was apparent that each participant was "engaged in the lesson. They were all wanting the ball. No one was hiding from it" (Researcher Reflection. September 23 2013).

This heightened participation in lessons was moreover witnessed through the students both answering the teacher's questions and asking the teacher questions. Amidst the TGfU unit, I constantly observed my participants answering the questions posed by the teacher.

> Come to think of the students' (particularly my participants) engagement in [the teacher's] conversations/questions, it is completely shocking because those situations are ones that are so easy to hide in and take a backseat. Despite this, they are offering their opinions and answers to the questions. (Researcher Reflection. September 20 2013).

Additionally, throughout the TGfU lessons, the participants were interested in the instruction the teacher was providing. Engaging with the directions provided, my participants were actually asking the teacher follow-up questions to ensure their comprehension.

Tried hard and pushed themselves. The notion of trying hard and pushing themselves to participate was a reoccurring theme that appeared throughout the data sets. Clary described her personal effort in saying, "I felt like I was trying my hardest most of the time" (Interview. September 30 2013). Likewise, Clarah explained how she "pushed [herself] to go out there more" (Interview. October 2 2013). Both of these girls' accounts confirmed the validity of my observation notes where I specifically described the two of them in tchoukball. They were moving to the front of the cluster of students with their hands up in an attempt to catch every ball bouncing off the tchouk (Researcher Notes: September 23 2013). Other descriptions of my participants confirmed they were trying hard as they were "nudging people out of the way, trying to catch" (Researcher Notes: September 24 2013) the ball.

Jaimey, again speaking of a larger population, discussed how her team was "really like trying, it was different" (Focus Group. September 25 2013). In her interview, she elaborated on this point explaining how "a lot more people were involved and everyone was really trying and it was really nice to see that because it was a lot more fun for everyone" (Interview. October 2 2013). I found it interesting that Jaimey moreover connected this notion of trying hard to one of being successful in PE. She explained how "in TGfU [the person who received the pass is] the most open player because they got open" (Interview. October 2 2013). In my own personal experiences as a PE teacher, I

have witnessed the truth behind Jaimey's statement. Often times the student that is open to receive a pass is not necessarily open because she had to work to create space between her and her defender but instead, she is open because her defender is not trying to play defense. When all students actually try, as was demonstrated throughout the TGfU unit, a sense of integrity is created wherein the player who actually receives the pass has demonstrated effort and strategies to move into an open space and thus is deserving of the pass.

The participants' trying hard stemmed from their eagerness to partake in PE. The girls wanted to engage in actual play; remained focused and attentive on the games and activities taking place at that very moment. Clary depicted this eagerness to play as one that resulted from witnessing classmates having fun and wanting to join in on the excitement. Jessica described her personal experience in saying, "I was just…eager to play games instead of just going into gym class thinking like oh my god someone get me out of here" (Interview. September 30 2013).

Experienced success. Throughout the TGfU unit, participants experienced success as they were assets to their team and they demonstrated leadership. The participants of this study were important members of their team. In PE, it is rather easy for some students to hide behind their peers and take on less of an active role in the activity. Within the TGfU lessons this was not visible. Students were all involved in the games and my participants specifically proved themselves to be vital members of their teams. They were engaged in explicit strategies and skills that allowed them and their teams as a whole to be successful (Researcher Notes. September 17-24 2013). I think this facet of engagement was best described by Clary who confidently and joyfully stated that

she "was more of an asset than usual" (Focus Group. September 25 2013). Alongside their engagement, each of the participants "was additionally taking on a leadership role telling teammates what to do" (Researcher Notes. September 18 2013). Despite the fact that this happened at different times and during different parts of the lesson for each participant, their leadership was, at one point, noted by either themselves or I. Clary most confidently stated her leadership: "I think I was a leader…showing people what to do" (Interview. September 30 2013). Ultimately, the students' increased engagement was demonstrated through an enhanced level of helping to control the environment and lead.

Jaimey's unique experience. Amidst all six participants, Jaimey was the most unique as a result of her specific disengagement. Jaimey was a student that I, as a PE teacher myself, would not label as disengaged. She self-identified her disengagement and I found it rather interesting as she was an elite athlete outside of school.

> While the other participants were disengaged in PE entirely – not enjoying the subject, Jaimey excels in and enjoys PE. Her disengagement stems from the fact that the other students do not allow her to play to her fullest potential and as a result, she ends up bored. (Researcher Reflection. October 2 2013)

In understanding Jaimey's distinctive disengagement, it was reasonable that her experience with TGfU was increasingly unique.

Jaimey's recount of her experience focused on more than her own interaction with TGfU. As a leader in the environment, Jaimey often reflected on how TGfU influenced PE for both herself and her peers. She constantly spoke of how there was a high level of engagement; everyone was both involved and trying. Jaimey moreover explained how this increased engagement from her peers translated to her own heightened engagement.

> I found it was a lot more fun because I have always been that kid who tries every gym class but it was more fun cuz everyone was trying so it's more of a thing it's not just like k maybe these two people will play now it's like k everyone's playing. (Focus Group. September 25 2013)

Alongside her own heightened engagement, Jaimey believed that an increase in her peers' engagement additionally translated to her increased proficiency. She believed that with all of her classmates engaged, "it was a lot more fun for [her] especially cuz [she] got better" (Focus Group. September 25 2013). With everyone trying, there was more of a challenge for Jaimey and accordingly, her skill level improved. Jaimey additionally spoke of her own meta-cognitive practices throughout the TGfU lessons as she came to learn her peers' strengths and weaknesses. Jaimey explained that in understanding everyone's strengths and weaknesses, strategic playing heightened as students were making smart decisions. In knowing who was best at catching, throwing, etc., the students were able to assign positions accordingly and ensure their own success. In discussing the strengths and weaknesses of her peers, "it additionally shows a further way of how Jaimey's engagement increased" (Researcher Reflection. October 2 2013). Clearly, TGfU cognitively challenged Jaimey in reflecting not only on her own abilities, but also the abilities of her classmates.

In Jaimey's personal experience with TGfU, she felt "it was competitive…and then [they] got to play the game a lot more intense" (Interview. October 2 2013). This sense of competition made the unit fun for her:

> I did like TGfU because there was a lot more games and it got pretty competitive so it was fun to do those little games and stuff and learn the sport that way cuz the

> passing on the line or the dribbling is kinda boring but when you're dribbling and you have to try to get it to a goal that's fun. (Interview. October 2 2013)

Feeling as though TGfU fostered competition was unique to Jaimey's experience, "as one of the participants that would want competition, Jaimey is one that truly believes it existed. This is strange because other participants, who dislike competition, felt that TGfU created a friendly, non-competitive environment" (Researcher Reflection. October 2 2013). This presence of competition only surfaced for the participant – Jaimey - that valued and enjoyed a competitive environment.

Despite her numerous positive comments about her experience with TGfU, there was a moment in the post-unit focus group where Jaimey suggested that she missed traditional PE: "I kinda like what the guys do though, the coach kinda gives them a ball and it's like go play. I think that'd be fun to just do" (Focus Group. September 25 2013). It was interesting that she referred to the teacher as a coach in this scenario. Surfacing from this comment, Jaimey additionally revealed feeling as though TGfU was more teacher-centered as opposed to the other participants' view of it being student-centered. She explained, "I don't think it was very learner centered. I think it was more teacher centered because we got so many instructions on different games" (Interview. October 2 2013). While rather strange and not necessarily true, I recognized that there was some validity in what she was saying when thinking about the type of PE Jaimey wished for in the focus group. In fact, in comparing the instruction in our TGfU unit to that being done in the boys' PE scenario described above – by Jaimey, it does seem as though our unit involved a lot of instruction. Accordingly, it was logical that Jaimey might have experienced a presence of teacher-centered instruction.

In What Ways Does TGfU Facilitate Student Engagement in PE?

The following section will outline key findings, pertinent to this research question, which emerged from all three data sets. The main themes include: students learned, students were captivated, whole child developed, life skills developed, structural elements of unit, and structural elements of lesson.

Students learned. Throughout the TGfU lessons and additionally, data collection, the participants constantly commented on the fact that they were actually learning. Jaimey explained how she "liked [TGfU] because [they] got to learn more" (Interview. October 2 2013). Jessica confirmed this notion stating that TGfU allowed them to "actually understand" (Interview. September 30 2013). The participants felt as though it was the lead up games that especially allowed them to learn. Selina described how she was able to "learn different skills through games" (Interview. September 26 2013). Likewise, Jessica elaborated on how "even if you were bad at [the sport] before, the little games made you better" (Focus Group. September 2 2013). The participants discussed learning various things through TGfU. While Selina focused on how they "learned all the skills and…the techniques" (Interview. September 26 2013), Clary focused on more specifics including hand-eye coordination, spreading out, finding the open player, and teamwork.

While observing the TGfU lessons, I moreover made notes on the learning that was taking place. I made numerous comments on the specifics of what was being learned through each of the six-steps within each lesson albeit more broadly, I wrote about the presence of learning in the PE environment when structured through TGfU.

> The past two days I feel like I've been looking at my observations centering the students' engagement from a classroom management standpoint but when I look at it with the underlying assumptions of the model, I really think that the students are actually grasping the concept of the model but more importantly demonstrating proficiency and understanding. When I focus on looking at their actual understanding and their engagement in the learning, not the playing but the learning, it is huge. I think this requires getting way from the assumption that engagement is centering on their involvement in the playing and instead looking at engagement in terms of being actively involved in the learning and they are so there. They care and are showing initiative. It's something I have never seen from these girls or other female students that have similar disengagement traits. What I am seeing is that understanding, that grasping of concepts, and that willingness to ask questions, that willingness to try! (Researcher Reflection. September 19 2013)

Students were captivated. The participants reported their being captivated by TGfU throughout all three data collection methods. Their captivation by the model was more specifically described through heightened fun, busyness, motivation, interest, and care for PE. Clary made an overarching statement about TGfU that encompassed and demonstrated how these four individual aspects combined to describe the participants being captivated by the model.

> So in TGfU I'm trying my hardest because I know it's really fun and I'm gunna try – and I'm gunna get better. And I'm way more motivated to try because it's interesting. (Interview. September 30 2013).

While Clary bluntly stated the fact that TGfU was fun, motivating, and interesting, it was in her confident assertion that she will try and she will get better that one understood her care for PE through TGfU. These four sub-themes are displayed more thoroughly below.

Fun. Throughout the TGfU lessons I personally noticed "everyone laughing and having fun" (Researcher Reflection. September 24 2013). In fact, on only the third day of the TGfU unit I noted an interesting conversation with one of the participants during which she commented on TGfU being fun: "this morning Selina came to tell me that she was overwhelmed in school and when I brought up PE she said, 'we are finally having fun'" (Researcher Reflection. September 20 2013). The disengaged female students themselves, throughout both the focus group and the in-depth interviews, reported this high level of fun with TGfU.

Taylor bluntly stated, "I had fun" (Focus Group. September 25 2013) and Clarah more broadly suggested, "TGfU is fun" (Interview. October 2 2013). In comparing it to their experience with traditional PE, Jaimey stated, "it was more fun" (Focus Group. September 25 2013) and Selina explained, "I just think it was a lot more fun than any of the normal games" (Focus Group. September 25 2013). Interestingly, Selina continued to explain how a lack of sports focus made it fun: "I think it was just nice to do something fun for once instead of always having to do sports sports sports sports" (Focus Group. September 25 2013). Clarah explained her own experience: "I had like a lot of fun cuz in regular gym I'm usually like oh my god I don't wanna do this but in like TGfU I'm just like yeah I'm so excited to go to gym today" (Interview. October 2 2013). Taylor believed she "had fun, [she] was playing whatever with all the people" (Interview. September 25 2013). Jaimey, despite her unique sense of disengagement also reported

having fun in the TGfU lessons. She explained how the overall increase in student engagement contributed to the fun because everyone was trying their hardest and accordingly, skill levels were increased and equalized. Clary summed up this finding nicely explaining TGfU, "it's way more fun and that's how gym should be" (Interview. September 30 2013).

Busy. Selina and Clary described the busyness of student activity throughout the TGfU lessons respectively: "everyone's always active" (Focus Group. September 25 2013) and "everyone's always moving" (Interview. September 30 2013). Jaimey reflected on her experience indicating: "we were still very active which is nice because I like having activity in the morning" (Interview. October 2 2013). The ability of this busyness to be accepted positively by the participants was best described by Selina: "I liked it like it's gym you're supposed to be running around, you're supposed to be breaking a sweat" (Interview. September 26 2013).

This constant busyness decreased the students' obsession with time throughout the lessons. In fact, "throughout the TGfU unit, only one time has a student asked the time and that was today when she had to leave for a student council meeting" (Researcher Reflection. September 20 2013). It appeared that the disengaged female students actually disregarded the notion of time throughout this unit. Whereas in traditional PE the disengaged students were focused on their dismissal time, they seemed to ignore it throughout the TGfU unit.

> Just realized that on Thursday [the teacher's] time was slightly off and rather than eliminating the performance stage, she started it at 9:30 (when the students normally get dismissed) and though some students recognized class was over; no

> one complained that they were continuing when [the teacher] told them to start. (Researcher Reflection. September 20 2013)

Rather than focusing on how much time was remaining in class, or worrying about the fact that they had to change out of their PE clothes and into their uniform, my participants were focused and engaged on the activities they were participating in.

Motivated. The participants discussed feeling motivated throughout the TGfU unit. Jessica explained an internal motivation where "you just wanna participate more" (Focus Group. September 25 2013). Clary described her own internal motivation: "usually I would be like oh there's the ball. Maybe, should I go get it? Uhhh I dunno. And this time I was like hey, I wanna go get the ball!" (Focus Group. September 25 2013). Selina moreover discussed the presence of motivation.

> If you're running to get the ball and you have it people are saying I'm open I'm open you just feel motivated like if you do a good pass you feel motivated to go get it more get it more try harder try harder go get some more goals stuff like that. (Interview. September 26 2013)

According to Selina, the motivation surfaced from increased engagement and heightened success.

Interested. The participants' interest in the TGfU unit was quite apparent. Throughout my researcher reflection notes, there were numerous instances where I commented on the participants asking questions and adapting skills to see how they would best be successful. Clarah openly stated: "I just felt it was a lot more interesting and I felt I was listening more" (Interview. October 2 2013). Jessica described what her interest looked like: "Jessica with the TGfU unit would be like participation level,

interaction, actually happy to be there, not bored, ready to play, ready for the next day, like excited to learn" (Interview. September 30 2013). Uniquely, Taylor described her interest in terms of not being bored in PE.

> Cuz it's like you change you don't do the same thing for the whole period you change it to six, you have six steps you have to work on them so you don't get bored or anything. (Interview. September 25 2013)

Remaining true to her individuality within the participants, Jaimey explained how her interested stemmed from there being new material (i.e., games, rules, strategies) for her to learn. She was no longer in a position where she knew everything being taught. Moreover, with all of her classmates engaged in the game, she was able to maintain interest and strategized based on her peers' strengths and weaknesses.

> Before I didn't really listen very much because I knew the rules of soccer but now I had to listen. Okay this is the game we're playing, okay like this and then you kinda learn everyone's strengths and weaknesses. So okay I know that this person's gunna be good at passing but they're not the best at catching so I'll give them an easy pass. (Interview. October 2 2013)

Cared about PE. It was evident the participants cared about PE through their desire to win, know the rules, and talking about PE to friends. The participants commented on wanting to win and ensure their team's success. Additionally, the participants demonstrated concern for the rules of each of the games.

> When [the teacher] was explaining the first game, Clary put her hand up and when called upon she asked if players could run into the crease. I have never heard her ask a question prior to this unit. None of my students. They would take

> what they could out of the instructions and try to hide as much as possible. They are starting to speak up and those students, when I was in the class before, did not speak, did not contribute, did not ask questions. They hid and went with the fluid movement. They are starting to be the people who know what they are talking about and demonstrate that. (Researcher Reflection. September 19 2013)

The participants moreover explained talking about PE and TGfU outside of class to their friends. Clary explained telling her friends, "oh my gosh this is what I did in phys. ed. today, and they're like aw it's so cool" (Focus Group. September 25 2013). The participants joked about their friends teasing their misfortune for having PE semester one as they didn't have it until the following semester. Jaimey stated her response as follows: "hah sucks for you we got a TGfU unit" (Focus Group. September 25 2013). Evidently, the participants started to care about PE.

Whole child developed. Throughout all three data sets, participants revealed feeling as though TGfU developed each of their domains: mental, physical, and social/emotional.

Mental. The participants believed TGfU developed their mental domain. Jaimey defined "TGfU [as] more strategical" (Interview. October 2 2013). Agreeing, Clarah described how "in the activities and stuff [she would] have to think about what [she was] gunna do next and stuff, but it would also come naturally at the same time" (Interview. October 2 2013). While recognizing her consciously thinking about strategies, Clarah felt as though it was an easy process. This ease in mental engagement and understanding was best explained by Jessica: "with TGfU you…kinda get a mental grasp" (Interview. September 30 2013). She elaborated stating that "the way that it was taught made you

think like in the actual game to use your head" (Interview. September 30 2013). Selina had a similar belief describing how TGfU "also develops your brain like skill wise knowing what to do kinda thing, techniques and stuff" (Interview. September 26 2013). Taylor thought the tactical emphasis of TGfU was "helping [her] to understand the game rather than just standing in a line" being told what to do (Interview. September 25 2013). Jessica explained her thought process throughout the games: "okay what should I do? Should I do this? Should I do that?" (Interview. September 30 2013). Selina stated that with TGfU "you gotta think everything over. You could think ahead instead of just thinking in the moment" (Interview. September 26 2013). Evidently, Selina felt she was able to mentally engage in the lessons. Moreover, instead of making rushed, poor decisions, she was able to make predetermined decisions wherein "most of them they – are good decisions" (Interview. September 26 2013). Within the TGfU unit, "the students seem to not only engage in better decision making but additionally, recognize it" (Researcher Reflection. October 2 2013). It was explicitly apparent that "they [were] so getting the tactical awareness stuff" (Researcher Reflection. September 19 2013). Jaimey believed that TGfU's development of the mental domain translated to the development of their physical domain: "when you focus on tactics and you're like more calm about keeping the thing away from other people you can really focus on your throwing too so it's more a double thing" (Focus Group. September 25 2013).

Physical. Throughout the raw data, it is apparent that both the disengaged female students and I recognized their improved skill within the TGfU unit. Reflecting on their performance, I recorded, "all participants (minus Jaimey because she was always really strong) really demonstrating increased success/proficiency" (Researcher Reflection.

September 18 2013). Interesting to note is the fact that much of the comments centering the physical domain referenced the skills of ultimate. I believe this is because it was these skills that were the most novel to the female students and thus, their improvements were most noticeable within this sport. Following the first ultimate lesson, I wrote:

> From the first game (collapse) when they used the discs to the final stage, performance, there was a drastic increase in their ability. In the beginning they could hardly make a successful pass but at the end of class there were 5/6 passes in a row being caught successfully. (Researcher Reflection. September 19 2013)

Additionally discussing the ultimate lesson, Clary said:

> I think I did better by the end of it. At the beginning, I was throwing and it'd be like over there and I was aiming for right in front of me and then the more I did it actually kinda got better. (Focus Group. September 25 2013)

Likewise, Selina believed her ability to throw a disc "just became easier and more of a rhythm for [her]" (Focus Group. September 25 2013).

The participants often attributed their increased physical proficiency within the entire unit to the lead up games. Jessica stated, "well as obviously the games progressed I got better and the games helped me get better" (Interview. September 30 2013). Similarly, Selina explained:

> Since it had six mini games before it you could prepare for it. You can prepare for the game and it just makes you feel – brings your skill up higher which brings your confidence up more which makes you play better. (Interview. September 26 2013)

Clary spoke of the final stage – game performance – indicating that she "was really excited to go do that game cuz [she] knew that [she] would do good cuz of the games that were leading up to it" (Interview. September 30 2013). Though Taylor was unsure of her physical improvement within the six day TGfU unit, she believed that she "could improve if gym was like that forever" (Interview. September 25 2013).

Social/Emotional. Participants felt as though numerous social/emotional benefits surfaced from TGfU, ultimately furthering their engagement in PE. The disengaged female students reported feeling included. Taylor described, "I had like place to play in the game" (Interview. September 25 2013). With Taylor's unique sense of extreme discomfort when she is among her peers, she additionally reported that with TGfU "[she] didn't feel like [she] was awkward" (Interview. September 25 2013). The participants moreover explained that they felt comfortable. Clary stated, "I was very comfortable with the things that we were doing" (Interview. September 30 2013). Likewise, Jaimey stated, "in TGfU I just felt more comfortable" (Interview. October 2 2013). Clarah described this discomfort as not feeling centered out in PE. She explained, "yeah cuz everyone did stuff together and all the games and stuff so it wasn't like you're centered out" (Focus Group. September 25 2013). Lastly, regarding social/emotional constructs, the participants explicitly described their excitement in TGfU. Clarah bluntly said, "I felt more excited" (Interview. October 2 2013) and Clary, slightly more descriptively stated, "but in TGfU it was like this is really awesome so I wanna use my energy" (Interview. September 30 2013).

Life skills developed. All three sets of data indicated an emphasis on life skills as a result of TGfU. Participants specifically demonstrated effective teamwork, responsibility, initiative, reliance on their selves, and leadership.

Teamwork. Throughout all three data sets, the participants revealed an emphasis on the fact that TGfU celebrated teamwork. As broadly stated by Clary, "it's more like a teamwork thing" (Focus Group. September 25 2013). Jessica explained, "I feel like to successfully interact in TGfU you need teamwork. You need to communicate with your team to figure out what you're doing, how you're gunna play and then that's how you win" (Interview. September 30 2013). Selina believed:

> Since it was a team and you felt welcomed since no one really knew how to do it, it was like a group so it's like if one person messes up there's always someone there to back you up. (Interview. September 26 2013)

Jessica elaborated, explaining that "you need to communicate with your team to figure out what you're doing like how you're gunna play and then that's how you win" (Interview. September 30 2013). Clary agreed with her, additionally discussing the increase in socialization as a result of TGfU:

> I think it was really awesome because every day you have a different team you have to meet new people and it was easy to talk to everyone because you're on the same team and it's communicating about the game and like oh go up there and I'll pass you the ball or whatever. (Interview. September 30 2013).

Clary explained that in fostering teamwork, TGfU allowed them to learn how to work alongside peers they did not get along with. She stated, "I think that they taught you teamwork cuz even though there might be some person you don't like and they're on

your team, you have to work with them and stuff" (Interview. September 30 2013). Alongside understanding the importance of teamwork to their success in the TGfU unit, the participants viewed it as an important skill in their lives outside of school. Selina strongly believed there was a need for teamwork in their future careers because "when you get a job you have to work as a team or else you'll collapse into pieces" (Interview. September 26 2013).

Responsibility. The participants discussed three distinct notions of responsibility throughout the TGfU lessons. Primarily, due to the fact that all teams consisted of fewer players, students felt an instant increase in their responsibility in PE. Jaimey explained, "well I kinda think you have a responsibility to your team to try because since it's also small teams like three of you it's like if you don't try it's two" (Focus Group. September 25 2013). Alongside small teams, the disengaged female students felt a responsibility to engage because they cared about PE and wanted to do well. Clary reported feeling as though her team would lose if she didn't help them. Participants believed that TGfU made them responsible in terms of their maturity. Most particularly, their ability to work with individuals they do not like. Clary best described this and additionally, made a connection to the world outside of school:

> Even though there might be some person you don't like and they're on your team, you have to work with them and stuff and in real Phys. Ed. you can just kinda ignore that person and just stand there and do whatever but in TGfU everyone's always moving so you're always moving and then that person might have to work with you and stuff. That's good because you know in work you might have to

> work with this other person who you really don't like but you have to do it because it's your job. (Interview. September 30 2013)

The participants' physical appearance illustrated their preparedness for PE. I believe their responsibility was also shown through their wearing the PE uniform both entirely and properly and additionally, having their hair tied up, with all strands pulled back from their face. My reflective notes included many comments that were similar to this: "everyone's hair is up and out of their face" (Researcher Reflection. September 20 2013).

Initiative. The participants' initiative was highly evident throughout the various TGfU lessons as they began trying adaptations to skills without being prompted, voluntarily chose central positions in activities, and engaged in explorative learning with equipment before the bell rang to start the class. The students' initiative to try adaptations to the skills they were learning was noted extensively throughout the sport of ultimate.

> Reflecting on the alley game, I think it was really good and despite not having been taught the skill of throwing the disc, the students were trying different techniques. Some were engaging in guided discovery without being prompted by the teacher, seeing if they could hit it off the ground, throw hard, throw soft. Some were even changing their stance. (Researcher Reflection. September 19 2013)

In addition to their self-motivated learning, participants were voluntarily assigning themselves central positions in the activities. In certain games, there were positions that were vital to the progression of play and it was my participants that often rushed to fill these positions before their teammates could. The disengaged female students' initiative

was moreover demonstrated with their eagerness to start playing prior the class beginning. Novel to their actions with the TGfU unit, the participants would come into the gymnasium and "immediately grab equipment from the floor and play" (Researcher Reflection. September 23 2013). These behaviours were quite opposite their pre-class behaviours prior to the unit wherein they would "just come in, sit down, and talk" (Researcher Reflection. September 20 2013). As was explained through various student actions, the participants' demonstrated a high level of initiative throughout the TGfU unit.

Relying on self. While the disengaged participants in this study identify themselves as students who depend on others in traditional PE, their engagement in TGfU demonstrated a sense of independence and reliance on themselves. Selina described how "sometimes [TGfU requires] independence since you have to think to yourself about what to do [and this is important in life because] you have to make quick decisions like that outside of school too" (Interview. September 26 2013). Clarah similarly explained how "in TGfU [she'd] kind of separate [her]self from everyone and then just go [her] own way" (Interview. October 2 2013).

Leadership. While the disengaged female students themselves identified their own leadership throughout distinct activities within each lesson, this notion of leadership among my participants appeared extensively throughout my researcher reflection notes. More specifically, I noticed the participants' leadership heightened with tactical aspects of the lessons:

> The engagement as a class began to pick up throughout the lesson. Making appropriate decisions was huge for engagement. They loved that activity. They

> seem to really like the activities that cognitively engage them and challenge them to think. My participants seem to always be the best during these stages. I was watching them and Jessica was leading her group, Selina led her group, Clary and [disengaged student who chose not to participate] were leading their group. It's like they tend to step up with those and take control. (Researcher Reflection. September 23 2013)

Structural elements of the unit. All six participants discussed structural elements of the TGfU unit that facilitated their engagement. It is interesting that many of the elements they brought forward additionally

Student centered. The participants discussed the advantage of TGfU being student centered. They enjoyed the fact that it was an indirect instructional model. Jaimey explicitly stated, "I did like how we like kinda taught ourselves too" (Interview. October 2 2013). Jessica contrasted this notion of their teaching themselves to a teacher centered traditional PE environment: "with a normal Phys. Ed. class…the teacher tells you what to do and then you do it. With [TGfU], you kinda figure out what to do and then do it and then see if you're right or wrong" (Interview. September 30 2013). Clary explained how TGfU's indirect style relieved pressure for the students: "in normal Phys. Ed. the teacher's always there, always watching you and then in TGfU you kinda learn by yourself but they're there but you don't feel the pressure of them watching you all the time" (Interview. September 30 2013). Clary moreover believed the indirect style of TGfU provided female students with a voice in PE wherein their needs and wants would be considered.

> I feel like in normal gym you have to do every single sport but in TGfU you could be like hey could we try this sport and they would be like yeah I think they have a TGfU unit for that so we can look for that you know. (Focus Group. September 25 2013)

During my observations of the participants throughout the TGfU unit, I recognized the benefit of the indirect structure of the unit.

> In relation to them being iffy on the skills at the beginning, I think that is in part something that TGfU celebrates. The teacher is not teaching them the skill first because regardless of how accurately they can throw the disk, they can still experience the game and learn elements of it. Technique will come. It is not just about being able to throw a disk, it is about strategies and tactics and transferability. TGfU is an indirect model…assuming that a lot of the student learning will come on its own with some guidance from the teacher. So at the beginning, they don't need the teacher to provide a step-by-step formula. They need a chance to learn for themselves and discover what they need to do. During the first game they watched each other - one person at first held the disc sideways and threw it and then when she saw everyone else doing it the other way, naturally she started doing it too. The specific, detailed technical cues can wait until later in the lesson because by then, they can focus more on that while still using the tactics they are already comfortable with and confident in. (Researcher Reflection. September 19 2013)

Evidently, as a result of TGfU being an indirect model, disengaged female students were encouraged to take on a more active role in the learning process. This further translated to the participants' heightened engagement.

With the students at the center of the model, TGfU facilitated engagement in equalizing both students' skill levels and engagement levels. As Jaimey explained, TGfU "allows everyone to be equal and have a chance" (Interview. October 2 2013). Clarah "felt like everyone was equal and started from the same level" (Interview October 2 2013). I noticed this equalization as well:

> I think the disengaged students have leveled the playing field in the class – I do not believe there is a visible difference in who is talented and who is not when they're playing games. (Researcher Reflection. September 19 2013)

Providing her unique rationale, Jessica believed that the unit's non-traditional sport focus allowed for this equalization. She stated:

> I felt confident because it wasn't a traditional sport so there wasn't any stars like there wasn't any students that kinda shined, it was just like everyone was the same. So I wasn't scared to participate because I knew that nobody would judge my ability. (Interview. September 30 2013)

Oppositely, Jaimey believed it was TGfU's novelty lead up games that fostered such an environment. She explained how "even if someone's a soccer star they might not be good at all the little games that aren't really like soccer" (Focus Group. September 25 2013). Clary agreed elaborating, "it's like no one knows and it's all the same skills and no one's really played these games before so it's easy for everyone to be on the same level" (Focus Group. September 25 2013). Jessica moreover believed the little games assisted in

developing their skill, which then translated to equalized skill levels. She believed that "even if [they] were bad at [the sport] before, the little games kinda made [them] better so everyone was still at the same playing field anyways"(Focus Group. September 25 2013). Clary described how "it was harder to pick out the people who are amazing at the sport" (Focus Group. September 25 2013). Even the athletically proficient Jaimey explained this notion of equalized skill levels. She stated, "there was a lot more kids at my level like the higher level" (Interview. October 2 2013). She continued to provide detail of her unique perspective:

> This is gunna sound kinda mean but before there's always that couple of kids who you're kinda like uhh and now [with TGfU] there wasn't really any. It was more fun for me to not have to try and do a lot because people would do a lot more. It was kinda more a team thing like an actual team as opposed to just a bunch of kids who half of them are just gunna give up and half of them are gunna try. (Focus Group. September 25 2013)

I think it was very interesting that, as the most talented student in the class, Jaimey commented on the girls' equalized skill level. In describing her peers' skill levels as one that heightened to her level, Jaimey provided insight into how TGfU develops students' skill sets. Rather than simply equalizing skill levels, the model allowed students to additionally improve.

Clary believed the common increase in engagement was attributed to the fact that "you didn't want to socialize the whole time you just wanted to play the game" (Interview. September 30 2013). Selina felt the equal engagement was noticeable because everyone was calling for the ball. Completely agreeing with the participants' reports, I

noticed an "increased amount of engaged students" (Researcher Reflection. September 18 2013) throughout the unit. I specifically commented on the fact that "my participants are more active than I have ever seen them" (Researcher Reflection. September 17 2013). Amidst my last post interview reflection, I wrote the following:

> Each time I sit down to do these post-interview reflections I think: wow…I think she had the biggest transformation, albeit with this being the last interview, I realize I've said that about every single participant. Honestly, their increase in engagement is baffling and monumental. I really did not expect to see such a large-scale transformation in the students' engagement. (Researcher Reflection. October 2 2013).

With all students' engagement heightened, there became a uniformity that allowed their engagement to further increase and moreover, their level of play to improve as each student was putting forth their best effort.

Game centered. The participants discussed the game centered aspect of TGfU thoroughly. Jessica felt that the little games at throughout the lessons allowed them to "learn how to play but it was also fun at the same time" (Focus Group. September 25 2013). Selina described the excitement she felt as a result of this game centered nature.

> You're like hey I get to play games, let's go and you walk in the gym and you see the nets out and you're like oh I'm so excited oh my gosh and then you sit down and then [the teacher] comes in and teaches us all this stuff and then it's finally time for the games and you're like yes game time lets go let's rock this and you go and play and you hit the net and it goes and hits the floor and you're like yeah! I got a goal! *does a celebratory dance*. (Interview. September 26 2013)

Alongside increasing their excitement, the participants commented on enjoying games as opposed to drills. Tary bluntly stated, "it's much better than doing it in drills" (Interview. September 25 2013). Jessica explained how "in a normal gym class we would do drills but then this one was like fun and it gets you all excited for the actual game" (Interview. September 30 2013). Likewise, Clary indicated her personal opinion:

> I think that helps you a lot with the skills instead of doing drills cuz for drills you just do this one thing over and over and over and over again and like it's pretty easy to perfect a drill but these games you're always moving so you might have done really good on that game but you have to go and start a new game and you learn different skills through games. (Interview. September 30 2013)

Clary "recognize[d] the importance of learning skills in a game situation and actually reference[d] the lack of transferability when such skills are learned in isolated drills" (Researcher Reflection. September 30 2013). Jaimey most clearly explained the importance of TGfU's game centered nature: "since we learned how to do it in a game, we knew how to do it in a game" (Interview. October 2 2013). The participants additionally discussed how each of the games was an appropriate level of difficulty. Jessica explained:

> I feel like in the little games they weren't so hard that you didn't know what to do and they weren't too easy making them boring games. Also in the end [final stage] when the game actually came around, you knew what to do because you learned it in the little games. (Interview. September 30 2013)

Amidst their game centered comments, the participants moreover discussed their appreciation for a game rather than sport focus in TGfU. Selina described:

> I like the game centered aspect since not a lot of people are into sports so if you have games it can make them feel warmer and more welcome like they have a reason to do gym class and a reason to be happy about gym class and to go to gym class. (Interview. September 26 2013)

Lastly, the students discussed the fact that the game centered aspect translated to their improved skill level. Jessica believed they become more proficient "because of the little games" (Focus Group. September 25 2013). Clary elaborated: "cuz you've been doing it for six-five games before and it's more natural now because you've been doing it without even knowing" (Focus Group. September 25 2013).

As a game centered model, TGfU facilitated female student engagement by allowing for the transferability of skills both within and between lessons. While observing the participants' transferring what they had learned, I recognized that transferability "further encourages those that may be disengaged to engage because it provides them with opportunities to show what they know and connect it to what they do not know" (Researcher Reflection. September 19 2013). The participants felt as though their involvement in the lead up games prepared them for the final stage, game performance. Selina thought the lead up games helped because "you kinda get some practice and then you can go on and do the actual game so you know what to do and you put those skills into the game" (Focus Group. September 25 2013). Agreeing with Selina, Jessica explained how this transferability is unique to TGFU:

> I feel like if it was a normal Phys. Ed. class it would just throw you into the game and you kinda learn during the game what to do but with TGfU it's like the

> opposite, they teach you what to do and then they put you in a game. (Interview. September 30 2013)

Jaimey believed that the transferability was increasingly beneficial as a result of the skills being taught in a game centered manner.

> When you just pass back and forth you're kinda learning how to do it and that's great but when you go to a game you're like how do I use this? But then when we did it in the actual little games, it was like k now I know how to do this under pressure so when you got to the real games it was a lot easier to transfer it. (Interview. October 2 2013)

Furthering this finding, Clary discussed the effect this transferability within lessons had on her mindset in PE. She explained, "I was really excited to go do that game cuz I knew that I would do good cuz of the games that were leading up to it" (Interview. September 30 2013).

Alongside recognizing the transferability of what they've learned within one lesson, participants moreover commented on transferability between lessons. Jessica explained her perspective of the transferability between lead up games in different lessons: "well strategy wise I feel like every game kinda has not the same strategy but like the same somewhat same strategy so I applied what I already knew into that" (Interview. September 30 2013). Selina described the transferability between lessons that centre on different sports. She explained how in tchoukball, "you're not just focusing on how to throw a tchoukball…you're focusing on ok pivoting to open space so then when you're gunna play other sports you're like k, I have to pivot to open space" (Focus

Group. September 25 2013). Best summarized by Jessica, "you use the skills that you learned in every other sport" (Focus Group. September 25 2013).

TGfU is easy. The findings suggested an emphasis of ease surrounding the participants' experiences with TGfU. Taylor bluntly and generally described how the unit made PE "much easier" (Interview. September 25 2013). More specifically however, the other participants commented on TGfU making it easier for them to participate and additionally, understand and learn. The participants felt as though TGfU made it "easier to just go out there" (Interview. October 2 2013) and participate in PE. Jaimey explained how "the games were a lot easier to get into" (Focus Group. September 25 2013). Clarah described her personal participation quite positively: "I think I participated really well because it was so easy to participate" (Interview. October 2 2013). She credited the ease of her increased participation to the fact that the model "encouraged her to participate more" (Focus Group. September 25 2013). Jessica believed that it was easier for her to participate because she didn't feel as though she was being judged. Clary described the rational behind her believing it was easier to participate as follows: "It's easier to try because uhm you're not scared of messing up but in the traditional gym you're like scared you're gunna lose everything" (Focus Group. September 25 2013). She moreover explained how it was easier to try because "everyone's on the same level" (Focus Group. September 25 2013). Clary presented an interesting opinion surrounding this ease of increased participation, as she believed "there's no way you can hog the ball" (Focus Group. September 25 2013). Agreeing with her, Selina, Jessica, and Jaimey joined in the conversation, elaborating on which type student stood out in PE. Jaimey explained "in [traditional] phys. ed. class this one person who does well [stands out] but in TGfU it's

the one person who doesn't try" (Focus Group. September 25 2013). The participants felt as though their peers' increased participation assisted in enhancing their own participation.

The participants constantly described how TGfU made it easy for them to understand and learn in PE. On six separate occasions Clarah described her experience with TGfU as one where it was just "easy to understand" (Focus Group. September 25 2013 & Interview. October 2 2013). Clary explained how "it was easier to pick stuff up" (Interview. September 30 2013). The participants could not explain how the model made PE easier to understand. They felt as though they just knew what to do. Jessica described it as a scenario where "it's just more natural" (Interview. September 30 2013). Clarah similarly described herself during game play: "I didn't think it just came naturally" (Focus Group. September 25 2013). Selina moreover agreed and explained how "you didn't have to think about what you were doing you just did it" (Focus Group. September 25 2013). Jaimey discussed how she "subconsciously remembered [things] so when [she] went to play the game [she was] like oh right that's how we do it" (Focus Group. September 25 2013). This discussion of ease in TGfU was quite fascinating for me throughout data collection.

> I find it really interesting. The girls seem to feel as though it is easier to just 'get' what is being done and be successful. While many of them cannot explain why they feel this way, I believe it must be the inherent nature of TGfU that encourages this. (Researcher Reflection. September 30 2013)

The fact that the participants found TGfU easy to learn and understand translated to an increase in their confidence. This notion of confidence reappeared many times throughout

the data sets. Jaimey explained, "everyone kinda felt confidence when they played the games, they did better cuz they felt better" (Focus Group. September 25 2013). Their increased confidence lead to increased engagement.

Chill environment. The participants felt as though TGfU was a huge change from their experiences in traditional PE because, as described by Clarah, they "felt really pressured in regular PE" (Interview. October 2 2013). Jaimey described this high pressured environment in traditional PE accordingly: "when you go play a game you're all like oh I'm so afraid of messing up like what if people make fun of me" (Focus Group. September 25 2013). In TGfU the disengaged female students believed there was far less pressure because the environment was chill. Selina described, "it's just more fun like relax well not relaxed just, more chill" (Focus Group. September 25 2013). Participants correlated this lack of intensity to the heightened emphasis on games rather than sports. Additionally, Clarah explained how "it didn't even feel like gym. It kinda did like the sports we were doing and stuff but it felt like it was just an activity out of school…it was better than gym" (Interview. October 2 2013).

The participants believed that the chill TGfU environment valued participation over competition. Jaimey best described this as follows:

> It's more competitive but its competitive without being too competitive where everyone's sad and stuff because you are learning the game but you're not being forced. In some of the games there's no winner or loser so that's fun too and then TGfU's also a lot more thinking too so if you're not the best runner, you're gunna be better at the thinking part of it. (Interview. October 2 2013)

Not only was the emphasis on winning decreased because of TGfU but additionally, in valuing thinking, success became more than physical proficiency in skills. Since participation was valued, the students felt as though failure was acceptable. Clary constantly discussed feeling as though her peers were understanding of the fact that she sometimes made a mistake. Additionally, Selina explained that "even if you fail, it doesn't matter it's not like you're gunna lose the whole game, it's not important like in old Phys. Ed." (Focus Group. September 25 2013).

Structural elements of the lesson. Throughout the various TGfU lessons, it appeared four main structural elements of the lesson facilitated the female students' engagement: learned why before how, timing of activities, the use of small groups, and modified equipment.

Learned why before how. While not necessarily understanding the formal terminology used in the literature surrounding TGfU, the participants commented on the fact that learning the why before the how was imperative. Jaimey clearly explained her opinion on the importance of understanding why certain skills should be executed.

> When you just focus on a skill you go into a game and you're focusing on skills skills skills and you're like k I can throw a Frisbee but you forget hey someone's gunna come steal this Frisbee from me. And then when you focus on tactics and you're more calm about keeping the thing away from other people you can really focus on your throwing too so it's more like a double thing. (Focus Group. September 25 2013)

Clary likewise discussed this concept, and focused more on the fact that tactical emphasis came before skill execution.

> I think it's better because when you're standing there and you have the ball if you learn to pivot first your first reaction is going to be to pivot but if you learned how to throw it then you're gunna throw it and then have been like whoa I should have pivoted and then that would have been – put me into a better place. (Interview. September 30 2013)

Timing of activities. Throughout data collection, the participants discussed the timing of activities quite positively. Jaimey believed "there was a lot going on which is really fun because [they] were never sitting there listening to a lot of instruction" (Interview. October 2 2013). Taylor explained the timing of the six steps as enjoyable because they constantly changed the activity they were doing and resultantly, didn't get bored. Clary discussed how her increased engagement resulted from the fact that the games "were new and different every single day so you may not like this game but five minutes from now you're not gunna have to play it ever again" (Interview. September 30 2013). Similarly, Jaimey liked the fact that if someone didn't "specifically like a game it's not like [they're] gunna spend half an hour doing [that] one game" (Focus Group. September 25 2013). From my perspective, "timing was very successful – when we changed games/sections it was good timing for engagement…and even at the end the students were engaged and having fun. When we stopped performance it left them wanting more" (Researcher Reflection. September 17 2013). Moreover, "the games do not run long enough to increase the chance of boredom but they are long enough to allow the students an opportunity to enjoy the game" (Researcher Reflection. September 18 2013).

Small groups. With smaller groups, there were less people within each group and accordingly, the responsibility of each individual heightened – their engagement increased. Jessica explained this from her own perspective:

> If there's a group, there's just a bigger chance for you not do anything cuz, it's a group and the teacher for example is not looking at every single person so, if you have little groups, everybody's doing something. (Focus Group. September 25 2013)

Personally, I too recognized the advantage of small teams. After the second day of handball I noted how "the two courts appeared to work really well as the students were playing with a smaller number of students than when the entire class plays as one" (Researcher Reflection. September 18 2013). Clary elaborated on the positive impact of having fewer students on each team:

> Well I think I was more confident than the other games when there are big huge teams. When it's like half the class on one team, half the class on the other team you can just stand there and people won't notice. But in these games there's way less people on the teams and you have to help your team. (Interview. September 30 2013)

It was important to recognize that "teachers need to consciously plan [small teams]" (Researcher Reflection. September 30 2013). It should not simply happen by chance.

Modified equipment. The benefit of modified equipment was predominantly recognized during the sport of ultimate as the traditional equipment – a disc – was new for many grade nine female students.

> Not beginning with the disc in the first game (knock down) was advantageous because it allowed them to focus on the transferability of tactics from the 2 previous lessons instead of being overwhelmed by the new implement they are not so familiar with. (Researcher Reflection. September 19 2013)

While the participants themselves did not discuss this notion, my own teaching experience allowed me to recognize the success of adapting the equipment for the initial stage.

In What Ways Do Disengaged Students Resist Engaging in TGfU?

While the majority of the participants' experiences with TGfU involved positive aspects that facilitated their engagement, there were some factors that acted as deterrents to their engagement. These unfavorable aspects consist of: timing of activities, required additional time for the final stage, and disliked the content (sports) of the lessons.

Timing of activities. Throughout the TGfU unit, the participants explained a negative sense of busyness within each lesson. This pertained specifically to the timing of the activities. Jessica explained this busyness in detail:

> What I didn't really like about it is the amount of time we had with games. For example if I really like this little game that we once did, we wouldn't have a lot of time with it cuz there are six steps I think so there's a certain limit for each game. (Interview. September 30 2013)

Clary described feeling as though "there was no time to spare" (Focus Group. September 25 2013) and Jaimey explained feeling "like once you were getting a really good grasp of it, you'd have to start another activity" (Interview. October 2 2013). This lack of time for each step left the participants feeling as though their ability was not fully developed

before being forced to move on. I too recognized this busyness in a negative light at the beginning of the TGfU unit: "the only downfall right now is time limits because each step is dedicated approximately 10 minutes" (Researcher Reflection. September 19 2013).

> Their discussion of timing was interesting because they contradicted themselves. They mention feeling as though the classes were too rushed and that it was a constant "go go go" but also commented on feeling as though each step/game was done for a good amount of time – enough to enjoy it but not enough to get bored. When Jessica suggested one less step (to allow for a little bit more of "playing the game") the students were in agreement. This is an interesting suggestion – modified TGfU units BUT also notable is the fact that we had a few shortened periods, the class is first period so the prayer, anthem, and announcements cut into the class and, the students have fifteen minutes to change…a little longer than many other PE classes I've seen. (Researcher Reflection. September 25 2013)

Evidently, the participants reported both liking and disliking the timing of activities and resultantly, it appears this structural element both facilitated and restrained their engagement throughout the unit.

Required additional time for the final stage. As a result of the busyness throughout each lesson, the participants felt as though there was not enough time for the final stage – game performance. As bluntly stated by Jaimey, "I just want more time to play at the end" (Focus Group. September 25 2013). Clary elaborated on this from her own perspective:

> I think that was really good but I think we should have more playing time at the end instead of five minutes to play cuz you know the skills leading up to it are

> really good but then I just really wanna play the game sometimes cuz that game was awesome. (Interview. September 30 2013)

In agreeing with the rest of the participants, Jessica offered a similar viewpoint and she provided a recommendation to solve the issue as well.

> I felt like at the end when it came time to play the actual game, we didn't have enough time so I didn't get to even enjoy the actual game it was just more like the little games. I think that I said this before if I – if we took out one step I think it would be way better cuz you would have more time with the little games and also more times with the actual game. (Interview. September 30 2013)

Similarly, in observing a lack of time for the game performance stage myself, I suggested a possible solution as well. I wondered if it would "be beneficial if you had about 2-3 classes structured through TGfU per sport in a games classification unit and then, the 4th day of that sport was entirely performance structured" (Researcher Reflection. September 23 2013). Ultimately, with the periods being only 75 minutes and 15 of that being eliminated for the students to change before and after PE, there was not enough time for all six steps of TGfU to be enjoyed to their fullest extent. Since the game performance stage involved playing the actual sport – as close to the formal rules as possible – it was the stage my participants wished they had more time with.

Disliked sports taught in the unit. All of the participants felt as though ultimate was their least favourite sport taught throughout the TGfU unit. None of them could provide reasons as to why they didn't like it except for Selina and Taylor. According to Selina, she didn't like "ultimate Frisbee cuz [she] doesn't like Frisbee" (Focus Group. September 25 2013). Taylor explained her dislike for the sport as follows: "Frisbee was

the worst thing for me cuz I didn't know how to play and I just tried to throw the Frisbee but it went in the opposite way" (Interview. September 25 2013).

Chapter V: DISCUSSION

Upon the analysis of the data, noteworthy developments were illuminated regarding students' previously negative PE experiences and additionally, disengaged female students' experiences with TGfU. The collective results increased present knowledge about disengaged students in PE. The aim of this study was to discover whether successful implementation of TGfU might facilitate grade nine disengaged female students' experiences with sports-based curricula in PE. The three sub-questions that structured my research were: What are disengaged students' experiences with TGfU? In what ways does TGfU facilitate student engagement in PE? And, in what ways do disengaged students resist engaging in TGfU? Such questions allowed for a detailed understanding of the students' perspectives regarding their experience with TGfU. It was revealed that student engagement in PE was heightened mentally, physically and social/emotionally during their experience with TGfU.

Participants' Previously Negative PE Experiences

In the preliminary portion of this study, it was found that grade nine disengaged female students' previous experiences in PE were inadequate. Such a finding aligns with Ennis' (2000) thought that students' disengagement in PE stems from previously negative experiences. My participants' damaging experiences were largely in relation to sports based PE classes.

Poorly structured PE. Participants revealed great discontent with the structure of their previous PE classes. Students believed the periods were too short, there were too many students in the class, they were on display, lessons emphasized drill based activities, and the same content was taught each year. They discussed how each of these

structural elements ultimately limited their ability to fully participate. As a result of the limited time spent in class and moreover, the number of students in the class, they did not have very many opportunities to touch the central implement (i.e., the soccer ball in a soccer lesson). They believe this was mainly due to more talented players controlling the game. With little time in class and many students, less talented students were hardly involved. Additionally, as previously found by Ennis (2000), participants dreaded the fact that their ability, or as they felt – lack thereof, was highly publicized because their peers were able to watch them. The grade nine female disengaged students also reported dissatisfaction with the fact that their previous PE lessons were structured with drill based activities. These drill-based lessons are highly structured and many PE teachers believe it allows them to focus on the development of the students' skills and techniques (Bunker, Thorpe & Werner, 1996). My female participants further discussed their increased disengagement each year as a result of repeated content. Their previous PE experience aligned with many other students' experiences that are outlined in the literature wherein the same sports are taught every year (Ennis et al., 1997).

The dreaded teacher. Participants were not shy in discussing their dislike for their previous PE teachers. They reported feeling uncomfortable in class as their teacher, in the students' opinions, yelled too much. Accordingly, they believe PE teachers are the least approachable teachers. Participants additionally discussed how PE teachers would provide certain students with more support than others. This aligns with Portman's (1995) finding; PE teachers focus on the more talented students and likewise, less skilled students, similar to most in my study, receive less teacher feedback on how to improve. Extending this finding however, the female grade nine students in my study felt that their

previous PE teachers did not actually teach at all. While previous research has shown that many PE teachers stop teaching once students begin playing the actual game (McMorris, 1998), my participants felt there is minimal teaching throughout the entirety of the lesson. This is particularly interesting as their previous PE experience centers in direct instruction; the most commonly used instructional model for delivering sports based curricula (Singleton, 2009). Within this specific instructional model, the teacher is traditionally the central focus point for instruction. Theoretically, direct instruction involves the teacher providing regular feedback (Hopper, 2002) however; this was not my participants' experience. Instead, their familiarity with direct instruction involved the teacher solely explaining the set up of highly organized drills. There was no feedback provided to the learners in an attempt to improve their proficiency. Lastly, the students felt that their previous PE teachers were unaware of their effort because it is not a construct that can easily be measured. They believed this then affected their evaluation, ultimately making their mark in PE inaccurate.

Participants' Self-Created Solutions: Indirectly Asking for TGfU

In understanding their own previous experiences best, my participants provided possible solutions that they felt would best repair the shortcomings of future students' PE experiences. The most interesting aspect of their solutions is the fact that they align with TGfU. At the time when the solutions were generated and reported, the students had not yet been introduced to TGfU and had no idea that it existed, let alone what it entailed.

Non-traditionally structured PE. Pertaining to the structure of PE classes, participants believed the use of non-traditional sports would be the best solution. In using non-traditional sports, students' ability would be equalized. The required skills would be

new for most students and accordingly, opportunities would be heightened for all with less students being able to single handedly control game play. The use of varied non-traditional content would moreover eliminate the issue surrounding repeated content every year. When non-traditional sports are included in the curriculum, the content available to teachers becomes greater and there is less of a chance of repetition. Lastly, participants felt as though the novelty of non-traditional sports would lessen their nervousness around the highly publicized nature of PE. If most students are learning skills for the first time, there is a smaller gap between the skilled and less skilled. Students would thus be less nervous of their classmates' judgments and, since disengaging is often done to avoid embarrassment (Ennis 2000), engagement levels would increase. TGfU focuses on the development of skills and tactics within the four different games categories rather than examining sport specific skills. As such, the inclusion of non-traditional sports in PE is just as important as the inclusion of traditional sports. Rather than learning how to find the open space on a volleyball court, TGfU encourages teachers to teach the students how to find open space in net/wall games. Throughout the unit, this can then be practiced in traditional and non-traditional sports including: badminton, racquetball, squash, volleyball, or badminton. As is evident, this allows for the sampling of different sports, creating a balanced PE program (Bunker et al., 1996). Moreover, as suggested by Butler (2006a) it allows for a developmentally appropriate sequence of teaching games.

Participants believed that game based lessons would be more enjoyable than the traditional drill based lessons they have encountered. They asked to learn skills through playing games as they equated greater development with learning skills in game

situations. They believed skills could be practiced in more authentic situations rather than in isolated drills that do not transfer to real game contexts. Additionally, they believe games are more fun. Lloyd and Smith (2010) believe positive encounters are ideal for students. Unknown to the participants, TGfU is highly game centered wherein learners are introduced to a wide variety of games throughout six different steps (Mandigo et al., 2007).

The approachable teacher. Participants reported a need for changes regarding PE teachers' personas. Disengaged female grade nine students want a PE teacher who is friendly, warm, and approachable. The participants' desire for a teacher that is caring additionally aligns with TGfU. As explained by Mandigo, Butler, and Hopper (2007), TGfU emphasizes the students' needs and developmental characteristics over the importance of the content of the lesson. This is the shift in teachers' values and expectations that Ennis (1999) requested. Teachers utilizing TGfU inherently believe the student is the central aspect of the learning process. As such, they ensure PE is meaningful to the students' lives (Ennis et al., 1997). They are both approachable and friendly in their creation of an environment that values the learner; not only do they want the student to succeed in PE, they also recognize the individuality and humanity of each student.

What Are Disengaged Students' Experiences with TGfU?

Ennis (2012) recently suggested that students' negative experiences in sport-based PE could be overturned. This proved valid for my participants. Despite their predominantly negative previous experiences in PE, TGfU successfully heightened their engagement. The disengaged female students were largely engaged in PE throughout the

TGfU unit. This engagement was recognized by the students themselves and me, as the researcher. Participants were pushing themselves to try their hardest throughout the entirety of each lesson. While each participants' experience resulted in an increase in engagement, one participants' experience is further depicted as a result of its uniqueness.

In order to clearly define disengaged female students in PE, I used Voelkl's (1997) explanation of disengaged students. Accordingly, I understood disengaged students to be emotionally or physically withdrawn from their PE class. Upon entering the class then, I selected disengaged students that had a lack of interest in PE, did not agree with school values, did not fully participate, had little attention in class, or disrupted the learning environment. Previous research taught me that this disengagement originated from the students' perception of the environment as boring, irrelevant, and meaningless (Ennis et al., 1997). Moreover, previous literature additionally discusses the fact that it is often the low skilled students and additionally, girls, who disengage or refuse to participate in PE (Ennis, 2000). Interestingly, my study revealed a new depiction of the disengaged female student in PE.

Jaimey was a very talented athlete that plays various sports at a competitive level outside of school. She is a student that many would assume flourishes in PE. As a PE teacher myself, I would not assume she is disengaged and rather, would oppositely believe she loves the course. Evidently, my judgment of this student was proved wrong when she self-identified as disengaged. Jaimey's disengagement stems from the fact that the other students do not allow her to play to her fullest potential and as a result, she ends up bored. In listening to Jaimey, it is clear that there must be additional students who are currently disengaged yet, are being looked over as a result of their athletic proficiency.

Despite the uniqueness in the cause of Jaimey's disengagement, TGfU engaged her in PE. Jaimey contributes her increased engagement to the increased engagement of her peers. She moreover discussed how TGfU allowed her to improve her already adept skill level.

In What Ways Does TGfU Facilitate Student Engagement in PE?

As explained by Azzarito and Ennis (2003), constructivist learning meets the students' holistic needs as a learner. Accordingly, the implementation of TGfU, rooted in constructivism, also has the ability to holistically engage students in PE (Rink, 2010). The results of my study proved this true. TGfU facilitates student engagement mentally, physically, and social/emotionally. As a teacher, I believe this holistic engagement is so important because it allows us to connect with all of our students in PE. While it might always be easy to gain the attention of students who value physical engagement in PE, it is not as easy to maintain the students who value cognitive or emotional engagement.

Mental. Participants immediately recognized their mental engagement in PE throughout the TGfU unit. The participants reported having to actually think throughout the various games. They believe it helped them develop an understanding of what needs to be done in various game situations, bettering both their tactical awareness, decision making ability, and independence as a learner.

As suggested by Singleton (2009), TGfU encourages students to critically analyze and interpret situations throughout the lesson. Accordingly, throughout this study, participants learned tactical awareness and strategic play (Jonassen, 1991) allowing them to mentally understand what is needed to be successful. The six-step TGfU model allows participants to learn why certain skills are important prior to learning how to execute

them (Hopper, 2002). Participants believed that this learning progression assisted their engagement because it increased their ability to understand game situations. The disengaged students were able to remain calm and execute the appropriate skill at the correct time. As additionally explained by Butler, McNeil, and Wright (2004), such tactical awareness furthers the students' willingness to also learn the technicality behind physical skills. My participants believed this appreciation for physical skills was heightened as a result of their knowing they would be in a game situation that would allow them to demonstrate such skills.

Aligning with Turner and Martinek's (1999) findings, participants in my study demonstrated an enhanced decision making capability throughout the TGfU unit. The majority of the participants' decisions amidst game play were the correct decisions. This proficiency is important as it results in the students' ability to critically think and metacognitively reflect on their performance (McBride & Xiang, 2004). This was most certainly evident in my findings both throughout the TGfU unit and additionally, during data collection. Participants were able to critically discuss the positive aspects of their game play and moreover, where they experienced shortcomings. Not only could they identify such shortcomings albeit, they could also explain how they could improve in subsequent performances. The participants' ability to mentally engage in TGfU and make appropriate decisions is so vital as it translates to their becoming skillful performers (Butler, 2006a).

Butler (2006a) has previously found that TGfU creates an environment that fosters the learning of independence and responsibility through heightened fairness, equality, and empathy. In this study, my findings highlighted TGfU's ability to develop

additional life skills within the students. Alongside those (autonomy and responsibility) found by Butler (2006a), my participants reported an increase in their teamwork, initiative, communication, and leadership abilities.

My participants discussed, in detail, TGfU's indirect method of games teaching. Students were mentally engaged in the lesson because they had to make decisions for themselves. Aligning with this finding, academics in the realm of physical education have previously suggested that teachers implement curricular models that heighten student responsibility in their learning (Rink & Banville, 2006). Such autonomy was not only witnessed through their decision-making but, students were moreover both asking the teacher questions and answering the questions posed by the teacher. Accordingly, as my findings display, TGfU allows the students to take an active role in the learning process and ultimately, thus heightens student responsibility.

Physical. Throughout the TGfU unit, participants became skillful game performers, developing skills needed to be proficient. Participants commented on how the game centered environment allowed students' skill levels to be equalized. In observing game play, it was difficult to distinguish variances in ability and instead, students appeared similarly skilled. This is particularly interesting as my findings suggest a potential solution for previous findings that indicate the existence of a large gap between the skilled and unskilled students in PE (Collier & Oslin, 2001),

While previous research found improvements in students' ball control and passing in field hockey specifically (Turner & Martinek, 1999), I found improvements in various physical skills required in all sports taught (handball, ultimate, and tchoukball). Such improvements included their ability to throw, catch, and aim with three different

implements: gator-skin balls, discs, and tchouk balls. With increased physical ability, the students gained confidence and in turn, their physical proficiency was furthered.

Participants believed that their increased engagement, physically, was in part a direct result of the transferrable skills within and between lessons. As described by Mandigo, Butler, and Hopper (2007), lead up games are used in TGfU to teach skills that have a place within the larger context of that game and additionally, the games category as a whole. Participants recognized the consistency of skills within a lesson and Clary described the fact that they were able to be excited about playing the actual game as a result of their knowing they would do well since they've already practiced the transferrable skills. Moreover, participants were able to translate their physical proficiency between lessons, thus furthering their engagement.

Previous research has encouraged teachers to ensure learners are practicing technical and tactical skills in groups (Holt et al. 2002). Within this study, participants commented on the advantages of working in small groups. Since everyone was involved, each participant was provided with maximal opportunity to develop her own physical skill set. Such improved physical proficiency was explicitly evident as each player's competence helped her team succeed.

Social/Emotional. TGfU ensures the social/emotional engagement of the students as it places them at the center of the model. In celebrating the connection of the student, the task at hand, and the PE environment, TGfU highlights the needs of the learner (Chow et al., 2007). According to my participants, this structure heightened their engagement. The model allows adaptations to be made to meet the needs of the students. Participants appreciated the use of modified equipment, specifically within the ultimate

lessons, as a disc is a novel implement for them. As already revealed, TGfU allows the students to learn the why before the how (Hopper, 2002). My grade nine disengaged female participants enjoyed this as it allowed them to have self-confidence believing that they would make the correct decision amidst game play. Lastly, participants appreciated how TGfU allows many games to be played in a short amount of time. It was advantageous for them as it decreased their boredom.

Aligning with Azzartio & Ennis' (2003) findings, TGfU allowed for social growth among the participants. The disengaged female students described feeling as though they belonged throughout the TGfU unit. They felt comfortable and safe because everyone was involved with each aspect. There was little opportunity for students to disengage and simply observe other classmates. Participants further attributed their engagement to the relaxed environment wherein they were not pressured or afraid. They believed the lack of intensity created an environment in which failure was accepted. Rather than feeling as though they needed to win, participants simply wanted to engage; they felt TGfU encouraged participation over competition.

Participants additionally believed their engagement was a result of their laughing and having fun throughout the TGfU unit. Lloyd & Smith (2010) believe such inherent joy and delight as experienced by the participants of this study are inherent to games and sport. Accordingly, such positive attributes provided motivation for the participants to further engage. This extreme enjoyment was in part due to TGfU's ability to equalize the disengaged female students' engagement.

Mandigo and Corlett (2010) explained the nature of TGfU as one that encourages students to create a positive environment for their peers. This was proven through the

findings of my study. Participants worked alongside one another to ensure both they and their peers enjoyed PE. This was accomplished through participants interacting with one another during game play. Together, they engaged in strategic play that allowed their team to be successful. Such success allowed students to feel accomplished and they enjoyed working alongside their teammates. Their positive emotions were evident, as they had no concern of time; they were happy in PE, not anxiously awaiting the end of the period. Additionally, it was apparent that they cared about PE; they were speaking about it to their friends outside of school – and positively. Similar to previous research (Turner, 1996), participants in this study valued game related activities because they were fun.

In What Ways Do Disengaged Students Resist Engaging in TGfU?

The biggest deterrent to the participants' engagement was the lack of time available for them to play the actual game – engage in the final stage. Within this study, each lesson (60 minutes) consisted of the execution of every single step within the TGfU six stage model. In that, there was approximately 10 minutes dedicated to each step. This caused some resistance as the participants wanted more time to play the actual game at the end of each lesson.

Conclusion

The increased engagement evident in the disengaged female participants of this study was rather holistic (mentally, physically, socially/emotionally). Hopper (2002) believes this understanding – one that illustrates the students' experiences in all three domains, is critical. Future researchers should aim at structuring the entirety of their study in such a holistic model. This may evoke further insight into students' experiences

physically, mentally and socially/emotionally. Additionally, TGfU's impact on student engagement over an entire semester should be examined. Future research may also examine potential solutions to the lack of time available for the final stage when implementing the six-step TGfU model. Perhaps a TGfU lesson can extend beyond one single period and instead, the six steps are experienced over a two or three day lesson. Subsequent studies should moreover comprehensively examine the presence of disengagement within physically skilled students in PE. More information regarding the cause of such disengagement, its defining characteristics, and potential solutions are required to ensure these students' needs are being met.

While many researchers believe that students' individuality in the three domains makes it difficult for teachers to meet each student's needs mentally, physically, and social/emotionally (Sheppard & Mandigo, 2009; Holt et al., 2002), it is not an impossible feat. This research revealed that regardless of student uniqueness, there are commonalities in their wants pertaining to PE. These similar student needs are met in the implementation of TGfU. It is an effective model that accurately engages predominantly disengaged female grade nine learners mentally, physically, and socially/emotionally in their PE class.

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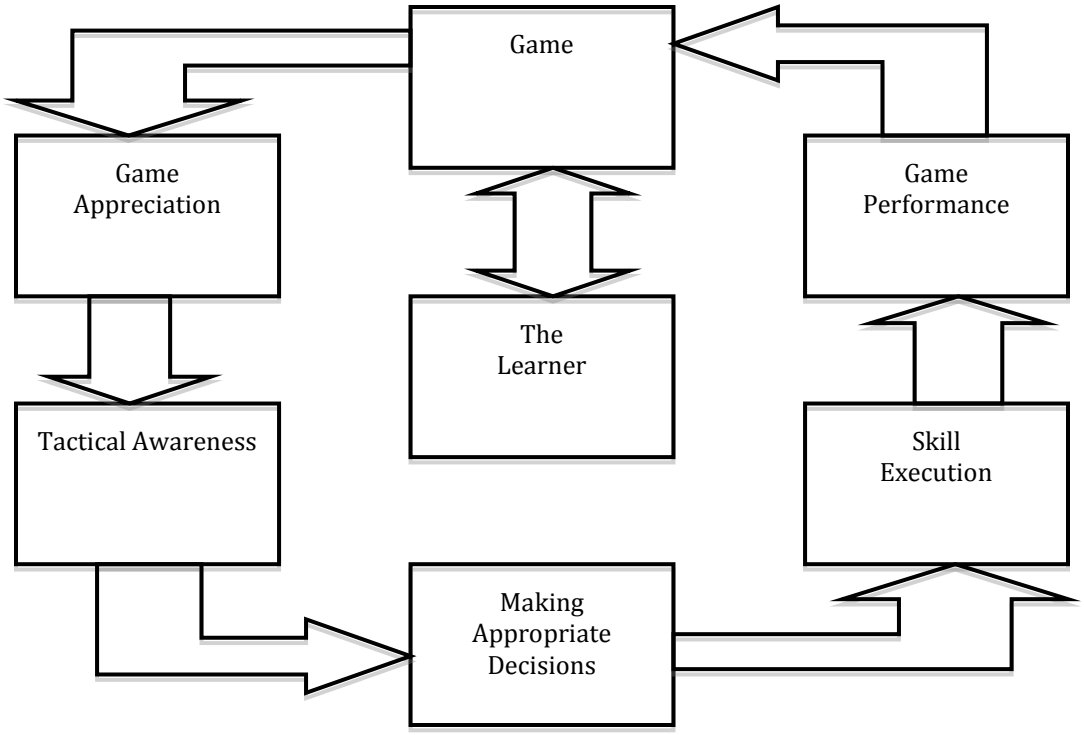
Appendix A

TGfU: Original Six-step Model

(Bunker & Thorpe, 1982)



Appendix B

TGfU Unit

Lesson Emphasis Chart

	Tactical Awareness	*Making Appropriate Decisions*	*Skill Execution (Technical)*
Handball Day One	Gaining position (moving towards the ball)	Overhand or underhand shot/throw	Shooting
Handball Day Two	Creating space (cuts, etc.)	Losing your defender and choosing the best area to move into	Protecting the net Dribbling (student's choice)
Ultimate Day One	Finding the open player to pass to	Passing to the most open player	Throwing
Ultimate Day Two	Taking the open scoring opportunity & carrying skills while stationary	To throw under or over your defender	Catching
Tchoukball Day One	Standing between opponent and goal (ready to move)	To shoot or pass to teammate	Shooting on the tchouk
Tchoukball Day Two	Footwork to react to opponents moves (reacting to the ball off the tchouk)	What tchouk to shoot on	Catching the ball rebounding off of the tchouk

Lesson Activity Chart

	Game	*Game Appreciation*	*Tactical Awareness*	*Making Decisions*	*Skill Execution*	*Performance*
Handball Day One	Gate Handball	Song	Talk	Zone Handball	Four-Corner Handball	Handball
Handball Day Two	Touchdown Handball	Question Sheet	Surf or Score	Trio Pass	3 v. 2	Handball
Ultimate Day One	Circle In	Graffiti	Race the Clock	Collapse	Disc Bowl	Ultimate
Ultimate Day Two	Hoopster	Match Game	Frisbee Basketball	Partner Challenge	Partner Relay	Ultimate
Tchoukball Day One	Zone Out	Rule Sequence	Smarties Up	Four Pictures Four Words	Cleaning up the Backyard	Tchoukball
Tchoukball Day Two	Catch It	Chance Chant	Toe Tag	Thread the Needle	Tchoukpot	Tchoukball

Lesson Outline

Subject: Health and Physical Education **Course:** PPL 1F
Grade: 9 **Unit:** Invasion Games
Lesson Topic: Handball Day 1 of 2

Game: GATE HANDBALL

- The main objective is to score, specified number of goals or as many points as they can within set time, by passing the ball through gates that are scattered around the playing area. They are trying to do this without the ball being intercepted and/or turned over to the opponents due to a technical error.
- The game starts with team captains trying to win first possession during a jump ball in the middle of the court.
- Players are allowed to dribble, pass, catch and hold the ball for three seconds and make three steps with a ball.
- No kicking, dribbling, body contact and any infractions create a turnover situation from the spot where it was committed.
- After each point, any player from the team scored upon gets the ball and can restart play.
- If the ball goes out of bounds, the other team restarts the game with a throw in.
- No more than one pass can be made between the same two players in a row.
- 2-3 balls are in play at any given time.

Game Appreciation: SONG

- Students are split into groups of 3-4.
- Each group is responsible for singing one verse of the song below.
- The song is more of a rap so that students can chant rather than sing.

Handball Rhyme

The game of handball is such a hoot,
When you have the ball you can pass or shoot.

If you hit or trip, you'll get a call,
Then instantly it is the other teams ball.

This next rule is key,
Just remember the number three.

You have three seconds with the ball,
Or three steps…but hey don't fall.

Yo! Your goalkeeper is dec,
But don't pass them the ball when they're in the crease.

If on the side, the ball goes out,

It is the other teams ball without a doubt.

With the exception of the end line,
Then it is the goalie's ball when they yell "MINE!"

It's the other teams ball if you let it hit the floor,
At the end of today you will want to play more!

Tactical Awareness*:* OFFENSIVE WITHOUT THE BALL

1. Gaining position (moving towards the ball)

- Brief discussion of why this is important and how it is done.
- Visual demonstration by the teacher and students who wish to volunteer.
- Short practice period in partners moving off of a line to catch the ball once their partner throws it to them.

Making Appropriate Decisions:

1. Overhand or underhand shot/throw

ZONE HANDBALL

- Same rules as handball except students will be divided into zones and will only be permitted to move within their corresponding zones.

Skill Execution:

1. Shooting

FOUR-CORNER HANDBALL

- Begin with a brief discussion of the different kinds of throws.
- There are 4 teams with a net in each corner (each team is assigned to one of the nets).
- Teams assign one goalie and the rest are on offense.
- They work to score in each net & when they do, they get a token from that net – a sticky note attached to the net (sticky notes have cues for proper skill execution that remind them of proper form & initiate discussion following the game as a whole).
- They then bring the sticky back to their net, change goalies and go to score on a different net.
- Each time the team scores, they must change the goalie and each player must be goalie once.
- There are 2 or 3 balls in play. Begin with 1 however to ensure students can handle additional balls.

Performance: HANDBALL GAME

- 2 games of handball are to be played so that maximum participation is ensured.
- If 4 nets are not available, recycling bins or crates may be used as the nets on one court.

Lesson Topic: Handball Day 2 of 2

Game: TOUCHDOWN HANDBALL

- Two teams of equal numbers of participants compete to score by advancing the ball up the court and throwing/passing the ball to their players in the end zones.
- The game starts with a throw-off by one team towards the opposite team (much like ultimate). Once the ball is released, players from both teams scatter throughout the field.
- The receiving team tries to use variety of skills and strategies to move the ball up the field and score by passing it to any open player in their opponents' end zone.
- There is to be no body contact and handball rules (players have 3 steps or 3 seconds with the ball) are to be used. Kicking, double dribbling and traveling create a turnover situation from the spot where it was committed.
- After each regularly scored point, the team that just scored must run to each other in the end zone and all link arms. With their arms linked they run to their own end zone.
- As soon as the point is scored, the team that was just scored on begins counting to a predetermined number (depending on the size of the court). Students must count loud. If the team that just scored makes it to their end zone in the predetermined time, they score a bonus point. If they do not, they simply receive their original point for scoring.
- The team that was just scored on picks up the ball and advances towards their opponents.

Game Appreciation: TRUE OR FALSE

- Each team is divided into 2 different groups. Each group answers true/false questions.
- Questions will relate to aspects of the rules, strategies, and skills that students found confusing and/or difficult in the previous lesson and additionally, aspects of today's lesson that may pose challenges for the students. All groups should sit facing the teacher.
- Once the question is read, the group determines if the answer is true or false and they hold up the corresponding sheet so that the teacher can view their decision.
- For all questions that are false, the teacher will ask why.

Handball True/False Questions

In handball players can take 5 steps with the ball **False**

**Players can only take 3 steps with the ball or else the other team gets possession*

Handball begins with a jump ball **True**

If I am shooting on the other team's net and their defense hits the ball out of bounds behind the goalie, it is my teams ball **False**

**If the ball goes out of bounds on the end line, it doesn't matter what team touched it last, it is always the goalies ball*

When my teammate passes me the ball I should step towards the ball **True**

If my defender is running at my with their hands up in the air like this (*demonstrate*) I should use an underhand shot **True**

Tripping is allowed but only on defense **False**

If I am on offense and my teammate has the ball I should stand still and wait for the pass because it is their responsibility to find me **False**

*******You should move into open space*

**Tripping is never allowed otherwise the other team gets the ball*

When you receive the ball you have 2 options **False**
**When you receive the ball you have 3 options – keep it, pass, or shoot*
When on offensive, I should move towards the open space to help my teammates **True**
I can always pass back to the goalie if I need their help **False**
**Players can only pass back of the goalie if the goalie is standing outside of the crease*
If other team misses a pass and the ball hits the ground it is my team's ball **True**

Tactical Awareness: OFFENSIVE WITHOUT THE BALL

1. Creating space (cuts, etc.)

SRUF OR SCORE

- The object of the game is to get all of your team's balls to the other end of the gym.
- Players are divided into zones and must remain within their zones (there will be one player from each team within each zone). There will be 3 different courts for this game. Each court needs to have the same number of zones as players on 1 team.
- Players must cut away from their defender to get open and receive the pass from their teammate in the previous zone.
- Once the ball is successfully caught it continues down the line however; if it is intercepted, it goes back to the beginning.
- Both teams are working at once – starting at opposite ends of the court.
- Once the first ball is successfully caught in the last zone, it counts as a point and the team can then start their next ball. Each team is working to get 6 balls to the other end.
- To challenge the players, use different balls or implements (i.e., cones or discs).

Making Appropriate Decisions:

1. Losing your defender and choosing the best area to move into

TRIO PASS

- Students get into groups of 6 (3 students wear pinnies – they are on defense).
- The 3 students that are not in pinnies are on offense and attempt to pass the ball between them without the defenders intercepting the pass.
- Every time the ball is passed 4 times, the offensive team gets 1 point. They continue to play until the defense intercepts the ball *or* they reach 4 points in one round.
- Switch possession each time and continue adding up the teams' points each round.

Skill Execution:

1. Protecting the net

THREE V. TWO

- Students will break into groups of 6.
- The offensive team (3) will weave towards the net, creating a good angle for a shot.
- The defensive team (2) will work on positioning themselves to best protect the net.
- The last player will be a goalie, protecting the net behind the defense.
- All players will rotate positions and emphasis will be placed on defensive roles.

Performance: HANDBALL GAME

- 2 games of handball are to be played so that maximum participation is ensured.
- If 4 nets are not available, recycling bins or crates may be used as the nets on one court.

Lesson Topic: Ultimate Day 1 of 2

Game: CIRCLE IN

- There are 2 games being played at once (the class will be split into 4 teams) – each using half of the gymnasium.
- The main objective is to knock down the bowling pins in the center circle of the court.
- Players on the offensive team will work with their teammates to pass the ball amongst themselves to get into a position to knock down the pins.
- Players on the defensive team will work together to protect the pins.
- No team or players are allowed in the center circle.
- Once all of the pins are knocked down, teams switch roles (offense & defense).
- Players can take 3 steps or hold the ball for 5 seconds before needing to pass it.

Game Appreciation: GRAFFITI

- In groups (4-5) students will brainstorm any rules, strategies, and skills they already know about ultimate.
- There will be 6 groups and a corresponding 6 pieces of chart paper (2 for rules, 2 for strategies, and 2 for skills).
- Groups will travel to 3 different papers with their group and while each station, will record any rules, strategies, or skills they know – corresponding what they record to the paper they are at.
- When the groups rotate, they will travel to the other groups' paper and add anything they see missing/check anything that they agree with.
- Students will return to their original chart paper and come together with the group that began with the same aspect as them (note: there are 2 papers for rules, strategies, and skills). These groups will compare chart papers.
- Each group will then tell the class highlights of their paper and/or ask for clarification if they do not understand someone else's contribution. The teacher will facilitate (guiding students back on task if needed but, allowing students to take control) this class discussion.

Tactical Awareness: OFFENSIVE WITH THE BALL

1. Finding the open player to pass to

RACE THE CLOCK

- The teacher will present a PowerPoint presentation on the wall of the gymnasium.
- Each slide will illustrate a picture of an ultimate game – amidst game play.
- Based on which player is holding the disc, and the arrangement of the remaining offensive and defensive players, students must indicate which offensive player they would pass to if they were the player with the disc.
- Each slide will remain on the wall for a shorter time period and the arrangement of players will increase in complexity, increasing the cognitive ability required (speed to recognize which player is most open).

Making Appropriate Decisions:

1. Passing to the most open player

COLLAPSE

- There are 2 games being played. Each game uses half of the gymnasium.
- With the teacher's instruction, each team goes to one half of the gym and the tallest member of each team grabs a tennis ball and a pylon and places the ball on top of the pylon in the middle of the basketball key.
- Object of the game is to knock the other teams tennis ball off their pylon using a disc. Each time this happens, that team gets 1 point.
- The team must pass the ball at least 3 times (in order to count, the pass must be made to the most open player) to the most open player before they can take a shot at the pylon.
- The teacher will call out when the most appropriate pass was made by counting the passes. If the teacher does now acknowledge the pass with a number (1-2-3) the team knows a better decision could have been made and need to work to make another pass.
- If a team takes a shot and they miss, it switches possession. If the ball hits the ground in between passes, the team that regains possession keep its however, if it is the offensive team, they start at 0 passes again.
- The person with the ball must stand still, pivoting is allowed.
- Defense can intercept passes, but cannot grab it from someone's hands.
- No one is allowed in the basketball key (either offense or defense).
- Students should be provided 1-2 minutes to strategize with their team prior to the game beginning.

Skill Execution:

1. Throwing (various kinds)

DISC BOWL

- There are 8 alleys set up.
- Students are divided into groups of 3-4 students. Each student travels with their group to the different alleys attempting to knock down the bowling pins using different kinds of throws (forehand or backhand). Each student has her own turn at each alley. Scoring is recorded individually and is similar to that of golf - each alley has a specific par.

Performance: ULTIMATE GAME

- 2 games of ultimate are to be played so that maximum participation is ensured.

Lesson Topic: Ultimate Day 2 of 2

Game: HOOPSTER

- There are 2 games being played. Each game uses half of the gymnasium.
- Hula-hoops are placed at both ends of the playing area – 1 per side.
- Each team places one member inside the hula-hoop they are trying to score on.
- The main objective of the game is to advance the disc up the court to successfully pass it to your teammate standing in the hula-hoop. That player must have at least 1 foot in the hula-hoop when they catch the pass in order for it to count and a point be earned.
- Players have 5 seconds with the disc before it must be passed or a shot must be taken. Interceptions are allowed and if the disc hits the floor, possession changes.

Game Appreciation: MATCH GAME

- Students will work in groups of 4-5 to match various cue cards together.
- These cue cards will have either an ultimate rule or skill written on them. The students must match each rule to a skill that is most prominently used as a result of that rule.
- The rules are written in regular font below whereas the skill are italicized underneath their correct match.

Ultimate Rules and Strategies for Match Game

To score you have to catch the disk in the end zone.
Catching.

You can only take three steps while you are holding the disk.
Running.

If a team loses possession of the disk, it is the other team's disk from that spot (regardless of who touched it last).
Player-to-Player Defense.

Defense has to stand arm length away.
Ready Position.

After a goal, the team that was just scored on walks to the opposite end zone and the team that just scored throws them the disc.
Long Throw

You can only hold the disk for ten seconds. If it exceeds 10 seconds, the other team gets the disk.
Pivoting.

Tactical Awareness:

1. Taking the open scoring opportunity

2. Carrying skills while stationary (fakes, pivot, etc.)

FRISBEE BASKETBALL

- Hang the hula-hoops from the 4 basketball nets that make up the smaller courts in the gymnasium (not the 2 main nets).
- Split the class into 4 teams (1 under each hoop).
- Use 2 discs for this game.
- They are to play ultimate but in order to score, they must throw the disc through one of the other 3 hoops.

Making Appropriate Decisions:

1. To throw over or under your defender

PARTNER CHALLENVE

- Students work in partners.
- The offensive player stands 15 feet away from the wall (facing the wall).
- The defensive player starts at the wall and rushes to the offender, once face to face, the defender assumes a stance and the offensive player either throws over or under their arms.
- Each player have 5 attempts, and each time they successfully throw the disc past their defender and it hits the wall, they obtain a point.

Skill Execution:

1. Catching (different ways)

PARTNER RELAY

- Students will be paired up in partners.
- Each duo will have a disc and each partner will be lined up on a specific line in the gymnasium. All partners on one of the lines will begin with the disc.
- On the teacher's call, students that begin with the disc will toss it to their partner. The partner that now has the disc passes it back. If both passes were successfully caught, each partner takes 1 step backwards and continue in the same manner. If 1 or both of the passes are not caught the duo cannot take the step backwards. They must continue passing at that distance until both passes are caught successfully.
- While playing, students will follow the teacher's cues to practice catching the disc with 2 different methods (the two hand and the one hand). The teacher will be walking around providing students feedback on their catching technique.
- After a predetermined amount of time, the teacher will ask the students to stop and the partners that are the furthest away from each other win the relay.

Performance*:* ULTIMATE GAME

- 2 games of ultimate are to be played so that maximum participation is ensured.

Lesson Topic: Tchoukball Day 1 of 2

Game: ZONE OUT

- Students divide into 2 teams.
- Three zones are set up along the gymnasium – one on each end (2 square feet) and one in the middle (4 square feet).
- The teams must divide their players into offense and defense.
- The offensive team splits up so that there are some players in the center zone and some in each end zone.
- The defense spreads out throughout the court (anywhere but the zones).
- The object of the game is to have one of your offensive players from the center zone pass the ball to one of your offensive players in the end zone and it be successfully caught.
- If it is, the 2 players switch zones and take a point for their team.
- If the ball is not successfully caught – one of the defensive players switches with their red zone teammate.
- There are 2-3 balls in play so students should be working both on offense and defense.
- Each time a team scores in the same end zone consecutively, they increase their points (first time = 1, second time = 2, third time = 3, etc.).

Game Appreciation: RULE ACTIVITY

- Students each take a rule of tchoukball and familiarize themselves with it.
- They then present it to the class and consequently tape it on the wall. These rules will remain on the wall for the remainder of the tchoukball portion of the unit.

Tactical Awareness:

1. Standing between opponent & goal (ready to move)

SMARTIES UP

- Scatter different coloured discs throughout each side's playing area.
- Tape a number from one to ten on the back of each disc and lay face down (so the number cannot be seen).
- Scatter 3 hula-hoops in each side's playing area to act as safe zones.
- Students must run into their opponents area and flip a disc over without being tagged – the number on the disc flipped, corresponds to the number of points they get. Students will take off the number and bring it back to their back wall.
- Students are safe if they are touching the disc in their opponents end or, if they are inside one of the hula-hoops.
- If students are tagged in their opponents end, they must return back to their end, touch their back wall and rejoin the game.

Making Appropriate Decisions:

1. To Shoot or Pass

FOUR PICTURES 4 WORDS

- Each wall has a picture/layout of the organization of a tchoukball court – each picture has accompanying information including: the number of shots that have been taken at each tchouk and the number of passes the offensive team has currently made.
- Based on this information, students must align a word (shoot or pass) with each photograph – indicating whether the offender with the ball should shoot it or pass it to a teammate.
- One the students decide whether the player should shoot or pass, they will beck if their answer is correct. Each response will indicate whether the student is correct or incorrect and will additionally have an accompanying description as to why.

Skill Execution:

1. Shooting on the tchouk

CLEANINING UP THE BACKYARD

- Be careful about the type and number of balls you use - this game can be hazardous if the balls hit students when they are not looking.
- The class is divided into two teams; each team should have designated throwers and catchers; assign each team a backyard area (half the basketball court); set a Tchouk in the middle of each team area with a forbidden zone and put an even number of balls in each area.
- After a 3-5 minute period, stop the throwing and count how many balls are on each side; the team with the least number of balls/trash is declared the top sanitary engineers.
- The main objective is to clear as many balls/trash as possible out of your designated backyard area into the opposing team's area by rebounding them off the Tchoukball net.
- Players may not cross the center line; balls must be thrown at the Tchouk to be sent into other team area by designated tchoukers; catchers throw the ball to a tchouker who throws the ball to rebound it to the other team, then they switch places; players may not possess more than one ball at a time; tchoukers may not take more than 3 steps and must be aware of where their fellow tchoukers are located; catchers must attempt to protect their teammates from getting hit by balls; may need to assign catchers to specific zones if there are contact issues; no balls may be thrown after the stop signal – penalty.

Performance: TCHOUKBALL GAME

- 1 game of tchoukball will be played due to available equipment (only 2 tchouks).

Lesson Topic: Tchoukball Day 2 of 2

Game: CATCH IT

- Students divide into two teams and utilize tchoukball rules (and equipment) however:
- Designated players (1-2) per team are to run around the playing area with hula-hoops.
- Once the ball rebounds off of the tchouk the same team that threw the ball must raise a hula-hoop in the air (the designated players with the hula-hoops) and have the ball pass through the hoop – in doing this, they get a point.
- If the defending team has the ball pass through their hula-hoop – no point is rewarded and the game continues.

Game Appreciation: CHANCE CHANT

- Students will work in small groups (3-4) to create a chant of a rule, strategy, or skill that they feel their team needs more familiarity with – or another chance to practice.
- The teacher prior to proceeding will take anything that needs clarification, up.

Tactical Awareness:

2. Footwork to react to opponents moves (reacting to the ball off the tchouk)

TOE TAG

- Students work in pairs.
- The main object of the game is to touch your partner's toes.
- Both players are trying to do this at the same time.

Making Appropriate Decisions:

1. What tchouk to shoot on

THREAD THE NEEDLE

- Format: Define the boundaries of the playing area; 2 teams of no more than 8.
- Students get into groups of 8 (5 offensive vs. 3 defensive).
- Scoring: Make a point by bouncing the ball between the legs of a teammate so it hits the floor on the other side without being caught by the defense team.
- The defensive players try to catch the ball after the first floor rebound and before the second one.
- Rules: Tchoukball rules; no interference by offense or defense; if the ball is dropped during a pass it is a turnover; after a point is scored the ball starts with the other team; if the ball is caught by the defense, they maintain possession and attempt to score; the offensive players cannot touch the ball or interfere with the defense in catching the ball after the first rebound; thrower must be close to person in straddle position or there is a chance they will hit their teammate.

Skill Execution:

1. Catching the ball rebounding off of the tchouk

TCHOUKPOT

- This game is adapted from the typical 'jackpot' game.
- Students split into two groups, half of the class at each of the ends of the gymnasium – with one tchouk per group.

- One student begins by throwing the ball against the tchouk and calling out a number (point value) the student that catches the ball gets that point value.
- The student that catches the ball is the next student to throw the ball against the tchouk and call out the point value – tchoukpot may be called on a throw; which results in the player that catches that rebound getting the entire 500 points and winning that round.
- The student that threw the ball cannot be the student that catches that throw off of the tchouk.
- The first player to 500 points wins.

Performance: TCHOUKBALL GAME

Appendix C

Preliminary Focus Group: Guide

1. I am interested to see what most of your previous PE classes have been like. Can you explain how they were structured?
2. What kind of activities have you done in your previous PE classes?
3. What about these past experiences in PE did you not enjoy?
4. Do you think there is a chance that you could like PE more if things were done differently?

Appendix D

Participant Observation: Key Elements in a Setting

Adapted from Marriam (2009)

1. The Physical Setting:
    a. What is the physical environment of the gymnasium like?
    b. How is the space allocated?
    c. What resources, technology, equipment is visible?
2. The Participants:
    a. Who is at the scene and who is not at the scene (i.e., students, teachers, administration, and support staff)?
    b. What are the characteristics of the disengaged students?
    c. In what ways are the students organized?
3. Activities and Interactions:
    a. What part of the unit is underway?
    b. Is the sequencing of the six TGfU steps evident? Is it influencing student, or student and teacher interactions in any way?
    c. How are the students interacting with the activity and one another?
    d. How are the people and activities connected?
    e. What social norms structure the activities and interactions?
    f. What school and classroom rules structure the activities and interactions?
    g. When did the activities and interactions begin? How long did they last?
4. Conversation (include quotations and paraphrasing):
    a. What is being talked about?

b. Who is speaking to whom?

c. Who is listening?

d. When are there silences?

5. Subtle Factors:

a. What informal and un-planned activities happened?

b. What are the symbolic and connotative meanings of the words used?

c. What non-verbal communication is taking place?

d. Are students exhibiting specific affective tendencies (i.e., shame, confidence)?

e. What does not happen? Should it have happened?

6. Your own Behaviour:

a. How is my presence and behaviour affecting the setting?

b. What have I said and done?

c. What are my thoughts ('observer comments') about what is going on?

Appendix E

Focus Group: Guide

Opening Questions:

1. How did you enjoy PE the past six days?
2. Did you enjoy working with the teacher? How did you like him/her?
3. What do you think about *how* the lessons were structured each day?
4. Did you feel comfortable throughout the lessons?

Key Themes - Conversation should touch upon these key aspects of TGfU.

**If the below themes are not discussed by the students in their conversation with one another, I have included questions that I can draw on that will ensure each theme is addressed.*

1. Initial Game
   a. For each sport, the teacher started off with a game that was similar, but a little bit different than that sport. What are your thoughts on these games?
2. Making Appropriate Decisions & Tactical Awareness
   a. While playing the real game of handball, ultimate, and tchoukball, did you feel as though you helped your team?
   b. Do you feel like you made good decisions on offense, helping your team score? What kind of things did you do?
   c. Do you feel like you were good at recognizing what the other team was doing and preventing the other team from scoring? Why do you think this is?
   d. Did the activities that came before this game help you, or were you always good at this?

3. Being Mentally Stimulated
    a. Did you feel the activities you did in PE the past 6 days challenged you mentally?
4. Skill Development
    a. Do you think your skill level in handball, ultimate, and tchoukball increased after the 6-day unit? Why do you think this?
5. Level of Confidence/Public Displays of Talent/Ability
    a. Did you feel confident throughout the unit? When did you experience the most and least confidence?
    b. Did you ever feel as though you were being watched and judged by your classmates?
    c. If you were to be given the opportunity to play one of these sports again, would you? Do you feel comfortable in your abilities in these sports?
6. Social Interactions
    a. Did the unit provide you with enough time to interact with your friends?
    b. Did you notice any teasing going on in the class?
    c. Were you able to work with different people that you normally would not have? Did this help you?

Appendix F

In-depth Interview: Guide

**While the questions below are to act as a starting point, the in-depth interviews will follow-up with specific comments/questions posed by individual participants throughout the focus groups and thus, cannot truly be structured until after the focus groups have been conducted. Accordingly, each interview will be slightly different based on the participants' own contributions to the focus group discussion.*

1. Can you describe your experience with TGfU for me?
2. How did you enjoy starting each lesson with a game you are not really familiar with?
3. Did you feel like your mind was challenged at all during the lesson? Did you enjoy this?
4. When you were taught the physical skills, and given time to practice them, did you feel like you were ready to learn the skills at that time?
5. Were you confident in playing in the final games at the end of each lesson? How come?
6. What did you think about the social aspect of the lessons? Did you feel they allowed you to interact with your friends?
7. Did you feel like the rest of your classmates were able to watch and judge you throughout the lesson?